Nova Scotia

Disabled Persons Commission

Suite 203
CCL Group Building
2695 Dutch Village Road
Halifax, Nova Scotia
B3L 4T9

FINAL REPORT TO THE TASK FORCE INVESTIGATING THE NEED FOR A VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM IN NOVA SCOTIA

VOLUME I

Main Research Report: Results, Analysis & Recommendations

Prepared by Kevin Schwenker

February 28, 1992

Printed on paper that contains recycled fibre

SCHWENKER & ASSOCIATES

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VOLUME I

Main Research Report: Results, Analysis & Recommendations

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(902) 423-2515 1182 South Park St., Halifax, Nova Scotia B3H 2W8

MEMBERS OF THE NOVA SCOTIA VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM TASK FORCE

Chair: Charles MacDonald
Executive Director
Nova Scotia Disabled Persons Commission

Linda DeBaie
Executive Director
Society of Deaf and Hard of Hearing
Nova Scotians (SDHHNS)

Jim McDermott
Interpreter Developer, SDHHNS

Debbie Johnson
Staff Interpreter, SDHHNS

Anne MacRae
Executive Director
Coordinating Council on
Deafness in Nova Scotia (CCDNS)

Michael Currie
Supervisor
Adult Vocational Training School, Cape Breton
Department of Advanced Education and Job Training

Phyllis Cameron
Director
Atlantic Provinces' Resource Centre for the Hearing Impaired
Atlantic Provinces Special Education Authority

Bruce Hanrahan
Consultant, Worker Services
Employment & Immigration Canada
Nova Scotia Regional Headquarters

REPORT PREPARED BY:
Schwenker & Associates
Box 3002 South
Halifax, Nova Scotia
B3J 3G6

REPORT PUBLISHED BY:
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Province of Nova Scotia

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This Report was the product of an intense drive from a great team working together for the first time. Lead researcher Steve Mackenzie, was responsible for a lot of legwork, a lot of phone time and excellent reporting on the results of his survey work.

The other two members of the team produced first rate work as well. Kim Misener [D] was responsible for the collection of legislation and policy in Nova Scotia and across Canada. The result of her work can be found in Volume II. Elizabeth Doull [D] demonstrated excellent organizational skills in pulling together and animating the representative focus groups of the Deaf.

Another key part of the team was the Task Force itself. Its members steeled themselves through long hours of presentations and hundreds of pages of material which was gathered in the course of the project. The members provided incisive feedback which sharpened and honed the final Report. An extra vote of thanks must go to Linda DeBaie who spent long hours reviewing the final draft of the Report on behalf of the Task Force.

Special thanks is extended to Charlie MacDonald and his staff (Ruth & Al) who provided invaluable assistance throughout. Many others are thanked for their contribution to the research, including; Alan Kell, George Doelman, Jim McDermott, Art Downey, Miles Murphy, Ellen Flemming, the program directors of ITP's across Canada, members of the focus groups, and the innumerable others in the private sector, in government, from organizations for the deaf, and the interpreters of Atlantic Canada who gave generously of their time, information and support to the project.

KS. Halifax. 1992

Note on Companion Volume

Volume II of this Report to the Nova Scotia Task Force is entitled "Special Report on Legislation & Policy Affecting Visual Language Interpreter Services in Canada". It was compiled by Schwenker & Associates to provide complete details of the research underlying Section B of this report, including extensive appendices of Human Rights Codes, legislative records, and policy developments across Canada.

Volume II was published in limited numbers. Persons wishing to view the material should contact one of the members of the Task Force. A list of members' addresses is contained in Appendix B.

EXECUTIVE SUMMARY

FINDINGS & RECOMMENDATIONS

Schwenker & Associates was contracted by the Task Force Investigating the Need for a Visual Language Intepreter Training Program in Nova Scotia in November 1991. The consulting assignment was to produce solid research and analysis regarding: the need for a training program; the demand and employment prospects for its graduates; and policy developments in Nova Scotia which would support interpreter service accessability.

This final Report - in two volumes - provides extensive documentation of the research undertaken to fulfill the information requirements established by the Task Force. Below are some of the key findings:

*There is a substantial demand currently being generated in Nova Scotia and Atlantic Canada which cannot be met without a locally based interpreter training program.

*There approximately 18,000 members of the Deaf Community in the Atlantic Region.

*There are less that 25 active interpreters to service that population and meet the communications needs of all, in business, government and others who come in contact with the deaf.

*Settings where interpreters are used include; all areas of education, legal and medical situations, interaction with governments, employment (in interviews and on the job), platform (speeches, mtgs, workshops), personal business and social affairs.

*Potential employment includes: secondary level educational assistant/interpreters; post-secondary level educational interpreters; staff interpreters (agencies for and organizations of the deaf); and free lance interpreting in any of the noted settings. There are also employment opportunities in a multitude of careers related to working with deaf individuals.

The list of major recommendations which have been made as a result of analyzing the research results are listed on the next page. Additional suggestions on the implementation of all recommendations can be found in Sections E.3 through E.5.

Recommendation 1

That the Task Force move posthaste to cause the establishment of a two year visual language training program for the Province of Nova Scotia, based in a community college, near to the largest Deaf population in the region (Halifax).

Recommendation 2

The Task Force should move to investigate the possibility of a regional solution, with active participation from all four provincial governments. But, such search for cooperation should not preclude immediate action on the first recommendation.

Recommendation 3

That the Task Force encourage the appropriate service organizations for the Deaf in Nova Scotia and in the Atlantic Region to establish an appropriate, ongoing program of professional development and skills upgrading, and

Further that ways and means be found to sponsor existing interpreters in advanced post secondary level certification or interpreter training graduate courses in either Canada or the Eastern United States.

Recommendation 4

That the Task Force urge the Provincial House of Assembly to adopt the following resolution:

WHEREAS Canada takes pride in its cultural mosaic and officially endorses the policy of multiculturalism; and

WHEREAS deaf Nova Scotians view themselves as a distinct community with their own language, customs and values; and

WHEREAS American Sign Language (ASL) is distinctive, with its own grammar and rules of usage, thereby making it the true and complete first language of deaf Nova Scotians; and

WHEREAS deaf Nova Scotians are entitled to the full advantages and privileges of citizenship.

THEREFORE BE IT RESOLVED that the House of Assembly of Nova Scotia recognize the cultural uniqueness of deaf Nova Scotians by recognizing American Sign Language as the language of the deaf in Nova Scotia.

Recommendation 5

That the Task Force recommend that the Province replace its current patchwork of policies respecting provision of interpreter services to the Deaf; and that a new comprehensive policy be created on the basis of equality of opportunity and access for the Deaf in the following areas: i) education ii) medical, iii) legal, iv) employment and v) interaction with any government department, agency, board or commission.

Recommendation 6

That the Task Force urge the Province to establish a global provincial government budget for the provision of funding for interpreter services under the above policy and that such budet be overseen by one central government agency.

Recommendation 7

That, to ensure quality of interpreter services, the SDHHNS be recognized as the appropriate service agency of the deaf with which to contract Visual Language Interpreters.

Recommendation 8

That the global budget be allocated enough additional funding to establish five (5) full time staff positions with the SDHHNS to be located equitably around the province as follows: 1 in Cape Breton (in addition to the existing position in Sydney, perhaps Port Hawkesbury), 1 in the Northern Region (perhaps Truro), 1 on the South

(cont...)

Shore (perhaps Bridgewater), 1 in the Annapolis Valley (perhaps Kentville), and 1 to service Digby, Yarmouth and Shelbourne Counties (perhaps based in Yarmouth).

Recommendation 9

That the Task Force investigate with Canada Employment existing or new programs which would cost share with the private sector, the provision of adequate interpreter services to deaf employees in the private sector, and

Further, that the Task Force investigate the establishment of a 3 year, federally funded, or joint federal/provincial Deaf employment initiative to provide opportunities for meaningful, full time employment in the private sector.

Recommendation 10

That the provincial government undertake an awareness campaign to promote its policies regarding provision of interpreter services for the deaf, and

Further, that a general awareness policy be implemented to discuss the communications needs of the deaf and promote the idea of employees taking ASL courses, especially in agencies, departments or firms where there is regular interface with the deaf public or with fellow deaf employees.

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List of Abbreviations

The following is an aphabetical listing of the abbreviations used in this Report and its Appendices.

APRCHI - Atlantic Provinces' Resource Centre for the Hearing Impaired

APSEA - Atlantic Provinces' Special Education Authority

ASL - American Sign Language

AVLIC - Association of Visual Language Interpreters of Canada

CAESLI - Canadian Association of Educators of Sign Language Interpreters

CCDNS - Coordinating Council on Deafness for Nova Scotians

CCDO - Canadian Classification Directory of Occupations

CEC - Canada Employment Centres

CES - Canadian Evaluation System - Skills certification of interptreters associated with the Association of Visual Language Interpreters of Canada.

CEIC - Canada Employment & Immigration Commission [now Employment & Immigration Canada]

CHS - Canadian Hearing Society

CODA - Child of a Deaf Adult (or Deaf Adults)

CSC - Comprehensive Skills Certification, associated with a level certified by the American Registry of Interpreters for the Deaf

CTS - Carpal Tunnel Syndrome [See also RMS]

[D] - Used to indicate a deaf person

DCC - Douglas Community College

DPC - Disabled Persons Commission [Nova Scotia]

[H] - Used to indicate a hearing person

Interpreter - Used in this Report to indicate an interpreter of sign language. [See also; SLI, VLI or VSLI]

ITP - Interpreter Training Program [See also; SLITP or VLITP]

LSQ - Langue Signale du Quebec

MAVLI - Manitoba Association of Visual Language Interpreters

MCE - Manually Coded English. Sometimes referred to as MSE (Manually Signed English).

MSE - Manually Signed English. Refers to sign language systems which are a visual respresentation of English, including SEE 1 & 2. [See below.]

NCCD - Newfoundland Coordinating Council on Deafness

OIS - Ontario Interpreter Service.

PSE - Pidgin Sign English. [Also called "Signed English".]

RID - Registry of Interpreters for the Deaf [American Organization]

RMS - Rapid Motion Syndrome. [See also CTS]

SDHHNS - Society of Deaf and Hard of Hearing Nova Scotians

SEE 1 - Signed Essential English

SEE 2 - Signed Exact English

SJHS - Saint John Hearing Society

SLI - Sign Language Interpreter [See also; interpreter, VLI or VSLI.]

SLIC - Sign Language Interpreters of Canada

SLITP - Sign Language Interpreter Training Program [See also; ITP or VLITP.]

SOS - Secretary of State. [Also used in conjunction with SOS certification, a competency test which must be passed by any sign language interpreters who are used by the federal government.]

TDD/TTY - Telephone Device for the Deaf/Telephone Teletype [TTY's are no longer in use, replaced by TDD's.]

TUNS - Technical University of Nova Scotia

VCC - Vancouver Community College

VISTA - VISTA is a functional-notational approach to sign language acquisition which includes; oral English skills, deaf culture studies, linguistic analysis (eg. grammar and structure) and acquisition of American Sign Language. It was designed and formalized at Vista College (hence its name) in Berkeley, California by Cheri Smith (a CODA). To date work has been complete on VISTA Levels 1 and 2 with level 3 expected in 1992.

VLI - Visual Language Interpreter. [See also; interpreter, SLI and VSLI.]

VLITP - Visual Language Interpreter Training Program. [See also; ITP or SLITP.]

VRDP - Vocational Rehabilitation of Disabled Persons. [Also used to identify cost sharing agreements between federal and provincial (or territorial) governments.]

WAVLI - Westcoast Association of Visual Language Interpreters

FINAL REPORT TO THE TASK FORCE INVESTIGATING THE NEED FOR A VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM IN NOVA SCOTIA

INTRODUCTION

This is the final report on the consulting assistance provided by Schwenker & Associates at the request of the Task Force Investigating the Need for a Visual Language Interpreter Training Program in Nova Scotia.

The goal of the consulting assignment was to provide solid research and analysis to determine the need and/or requirements for a Visual Language Interpreter Training Program in Nova Scotia.

This report commences with a brief overview of sign language interpreting, then fully documents the research undertaken to complete the study parameters set by the Task Force. Section A responds to the Basic Data Requirements which constructs the primary footing for the report's conclusion.

Section B is a summary of research documenting the legislative and policy regime with respect to government support for the provision of visual language interpreter services in Nova Scotia and across the country.

Section C provides Qualitative Data; providing feedback from the deaf community on the quality of existing visual language interpreters in Nova Scotia, and the effect that having qualified interpreters has on their lives.

Section D is the Barrier Analysis. Through extensive feedback from the employer community, the deaf themselves and from elsewhere in the country, further evidence supporting the need for visual language interpreters is marshalled.

Section E presents the Results, Analysis and Recommendations: documenting the requisite number of trained interpreters in the region; providing insight on the potential jobs and salary expectations, and making recommendations to the Task Force on a training program, and the requisite legislative and policy enhancements which would support visual language interpreting.

Additional support material can be found in the numerous appendices and are appropriately referred to in the body of the Report. There is also a companion volume to this report entitled, "Special Report on Legislation and Policy Affecting Visual Language Interpreting in Canada", published under separate cover.

Overall, the consulting assignment proceeded on time and on budget. Three interim reports were prepared and presented to the Task Force at its request: the first interim report was presented on December 10, 1991; the second on January 28, 1992; and the final interim report on February 14, 1992. As well, a summary report was prepared and presented to the Nova Scotia Disabled Persons' Commission on February 11, 1992.

Based on the research findings and analysis, there is sufficient evidence to support the establishment of a visual language interpreter training program in Nova Scotia. The research has also raised quite a number of other issues and revealed information which should be a spur to further actions, as noted in the recommendations.

At time of publication, this report is the most comprehensive documentation of Visual Language Interpreting in Atlantic Canada. Schwenker & Associates believes it is a significant contribution to the Deaf community in our region and deserves the rigorous attention of the Task Force, the provincial government, and the representative organizations of the deaf in Nova Scotia.

OVERVIEW OF SIGN LANGUAGE INTERPRETING

Professional Sign or Visual Language Interpreters should be bilingual and bicultural. This means they are required to have a solid linguistic base in English, extensive training in ASL, a comprehensive knowledge of other 'signing' systems, and a grounding in Deaf culture. In addition, they require substantial training in the modus operandi and occupation of interpreting.

To become a professional interpreter requires several years of combined study and practical experience, along with adherence to a professional Code of Ethics developed by the Association of Visual Language Interpreters of Canada (AVLIC).

Over .8% or some 200,600 Canadians over the age of 15 are severely or profoundly deaf and cannot use a regular telephone (i.e. must use TDD/TTY or the Relay Service).[1] It is a substantial portion of this .8% of Canadians who most need the services of a Sign Language Interpreter.

---

[1] Statistic supplied by Information Services, Canadian Hearing Society, from a memo dated February 1989. This particular statistic was extrapolated by the CHS Research Division based on the 1986 Statistics Canada, Health & Activity Limitations Survey. (See also statistical discussion in Section A.3)

One cannot categorically state that all of this number can sign. Many are culturally deaf and have learned signing in order to communicate with other Deaf, or through educational intervention. Some are the oral deaf and would therefore need oral interpreters. Some are (late) deafened and are not proficient in signing. Still, it is a good indication of those who would most benefit from the availability of trained Interpreters.

American Sign Language (ASL)[2] is a visual/gestural language with vocabulary, grammar, idioms, and syntax different from English. ASL is the language of the American and Canadian Deaf community, a cultural group of people who share a common language, values, attitudes and experiences.

Langue Signale du Quebec (LSQ) is a distinct regional sign language developed by francophone deaf persons in Canada. It is used in Quebec, parts of New Brunswick, Nova Scotia and elsewhere.

Maritime Sign Language (MSL) is a distinct regional sign language different from ASL. It was developed by deaf Maritimers to communicate with each other. It is also supplemented with signs introduced in the 19th century by a deaf teacher and a hearing principal who were both from Scotland.

Pidgin Sign English (PSE) is also called "Signed English". It is a combination of two languages, English and ASL. Although not a language, PSE developed naturally out of the desire for hearing and deaf people to communicate with each other. Because it is neither ASL nor English, PSE can reflect different forms, sometimes being more like ASL, other times being more like English. In general, PSE uses ASL signs in an English work order.

Manually Coded (or Signed) English includes several different systems which have been developed to provide a visual representation of English to improve academic achievement. MCE systems are typically used in educational settings with children rather than in social interactions among deaf adults.

One of those systems is Signed Exact English (SEE 2). It is a strict form involving exact translation of English into sign with extensive use of finger spelling). Another system Signed Essential English (SEE 1) is used to a limited extent.

---

[2] This and following definitions of sign languages (other than MSL & LSQ) were provided by the National Information Center on Deafness, based at Gallaudet University, Washington, DC, USA. The definition of MSL was obtained from the Nova Scotia Deaf community.

Section A - Basic Data Requirements

A1. Identify Sign Language Training or Courses offered at the "Continuing Education" level (in Nova Scotia and Atlantic Canada). What levels and how many hours for each course. Qualifications and experience of Teachers (both deaf and hearing).

Contact was made with the Continuing Education directors of all the school boards in the province of Nova Scotia to identify Sign Language courses being offered during 1991/92. The information was also cross-referenced with the Deaf community and the SDHHNS.

In the other Atlantic provinces, the individual Departments of Education were contacted, and the information cross checked with the existing provincial organizations for the deaf in both New Brunswick and Newfoundland. There is no representative service organization for the deaf in PEI.

Overall, there were 27 ASL courses identified in Nova Scotia (plus two courses in Kings County where the SEE signing system is taught), 4 in New Brunswick and 5 in Newfoundland (with 2 more to come on stream during 1992). There were no officially recognized sign language courses offered in PEI.

In Nova Scotia 62% of all Boards of Education presented courses at the continuing education level, of which most offered introductory ASL (Level I) and ASL Level 2. Only Halifax County and Dartmouth offered ASL Level III. No school districts offered ASL IV, however, St. Mary's University offered occasional courses (based on interest) from Levels I through IV.

In all cases, it was not possible to identify the qualifications of the course instructors. The information was not known to the Continuing Education Directors or Departments of Education. In essence though, it appears most of the courses have and continue to be taught by the same people over time, and several of the instructors are Deaf.

The complete results of the survey undertaken by Schwenker & Associates are provided in Appendix C.

A2. Determine the attrition rate of Interpreters (Nova Scotia, Atlantic Provinces and Canada).

Attrition rates are, at best, a very grey area of occupational statistics. They are difficult to derive and when being calculated for a small occupational group can be next to meaningless, since a minor variation in any one year can cause a wide fluctuation in the attrition rate for the group as a whole.

The first thing to consider is the definition of "attrition" to be used in the calculation. What factors will be considered to add to attrition rate, and therefore, be included? Only deaths and retirements? Will other factors be considered? What about inter-occupational mobility of individuals across any one of the 7,000 or 8,000 other national job classifications? What about the inter-provincial mobility of individuals? What about combinations of these two factors?

Schwenker & Associates delved into this area in two ways; i) a discussion was held with the Regional CEIC Head Economist, and ii) an informal, confidential attempt was made to track past Nova Scotia Visual Language Interpreters ("interpreters" being broadly defined) to determine the root causes and other facets of attrition. A report on the findings follows.

Attrition Review with CEIC

The review report of the Saint Mary's University Visual Language Interpreter Training Program[3] did not provide an attrition rate for sign language interpreters. However, in reporting on the labour market activity of sign language interpreters, the report used a CCDO-based four digit code to identify and categorize the occupation. This four digit code, 3355, covers all types of interpreting services as well as translation services.

There is a 7 digit code, 3355-116, specifically for Sign Language Interpreters. It was entered into the national job classification scheme in 1988. However, to analyze data nationwide and obtain statistics like attrition rates at this level of specialization is very difficult and would require an extensive long term research study and a complex, computer based statistical model. At this point, CEIC only retains figures at the 4 digit level.

The nationwide statistics available on group classification 3355 showed an attrition rate of 2.4% due to deaths and retirements only. This four digit code, 3355, covers all types of interpreting services as well as translation services. The national attrition rate across all occupations is 2.3%.

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[3] Kathleen Fogarty, Scott Moore & Eric Dixson, Visual Language Interpreter Training Program Review. (Halifax: Atlantic Centre of Support for Disabled Students, June 1989).

According to Job Futures (Prepared by Employment & Immigration Canada), 1990 edition, the total number of people in this category nationally, was 7588. Of this number the Atlantic Provinces accounted for only 4% of the total or 303 persons. New Brunswick (due to its bilingual status) accounted for all but 98 of these people.

Given the small number of jobs across the country in category 3355 (and fewer still in Atlantic Canada), and the fact that Sign Language Interpreters are a small portion of jobs in the category, statistics such as the attrition rate cannot be stated with any degree of precision.

Attrition of Nova Scotia Interpreters

There is no formal data on past sign language interpreters in Nova Scotia. However, a researcher associated with this project had kept informal, confidential notes on the status of 40 known "interpreters" who had left the field between 1976 and 1991. The data was reviewed and discussed with independent sources to cross check its accuracy. The term "interpreter" had been broadly defined as one who "helps out" in a communicating role. Therefore, it was necessary to separate the list into four categories:

> Class 1. those with enough known skills to be considered "interpreters" in a professional sense
>
> Class 2. those identified as "interpreters, but unable to verify".
>
> Class 3. those who would be best classified as being in a related field, and
>
> Class 4. those who would be best classified as informal communicators.

Of the 40 persons identified in the list, 13 were put in Class 1; 10 in Class 2; 5 in Class 3; and 12 in Class 4. For the purposes of discussing "attrition", classes 3 and 4 were eliminated for obvious reasons.

Of the 13 identified in Class 1 (i.e. known interpreters): 9 had moved out of the province, (of which 6 were still interpreting and 3 had moved into a related field working with the deaf); 3 had changed fields, and 1 had "retired" - in this case had withdrawn from the workforce to look after family.

[It should be noted that of the three who changed fields one of the identified persons left due to Rapid Motion Syndrome (RMS). This is the only known case of this work-caused disability in the interpreting profession in Nova Scotia.[4]]

Of the 10 identified in Class 2 (i.e unable to verify as interpreters): 4 had moved away (and were still interpreting); 1 had changed fields; 3 had retired (of which 2 withdrew from the workforce to look after family) and no data was known for the remaining two.

Based on this data it is still difficult, and perhaps unwise, to draw any hard and fast conclusions about the attrition rate of interpreters. Using the federal definition of "attrition" - i.e. those who have died or retired, Class 1 individuals exhibited an attrition rate of 7.6% and Class 2 individuals exhibited a rate of 37.5%. These rates fall to 0% and 12.5% respectively if withdrawal from the workforce to look after family is not considered a "retirement", but rather a career change.

On the other hand, the attrition rates could be considered for all who changed careers including retirements and withdrawals from the workforce. Then the attrition rates could be concluded to be 53% and 60% for Classes 1 and 2 respectively.

All these statistics are misleading since, as already noted, all of the individuals identified in this informal data have withdrawn their interpreting services from the Nova Scotia market.

Perhaps the best information to draw from the informal data on Nova Scotian Interpreters may be to note the reasons for their service withdrawal. They left Nova Scotia for a number of reasons; moving away (and continuing to interpret), moving into a related field (still working directly with the deaf community), moving into an unrelated field, or "retiring" (in most cases withdrawing from the employment field to raise a family).

---

[4] RMS is often used interchangeably with CTS (Carpal Tunnel Syndrome) and has been linked through anecdotal evidence to the extensive use of rapid finger spelling and hand gestures used in the profession of sign language interpreting. The profession is carefully monitoring medical studies which might conclusively prove the link between interpreting and RMS/CTS.

The Derived Attrition Rate

Based on the discussions with CEIC and the informal survey of Nova Scotia "interpreters" the following conclusions are presented on attrition:

1. Based on Employment and Immigration Canada statistics, a reasonable estimate for the attrition rate of Sign Language Interpreters in Canada would be 2.4%, consistent with the overall attrition rate of the CCDO category 3355.

2. While such a rate could be said to hold true for the Atlantic Region, the key to remember is that the numbers are so small that if two people left the profession in any one year, the "attrition" rate would skyrocket.

3. Based on the informal data gathered on past Nova Scotia "interpreters" it was concluded that a vast majority of these individuals had remained in interpreting or were still working in a related field where their interpreting skills would be of benefit to themselves and their clients.

The results could also be taken to indicate the ongoing opportunity for interpreter employment in Nova Scotia, filling the places of those who leave.

Both of these conclusions are valid and have been used to support the analysis under Section E.1 vis a vis requirements for trained interpreters in Nova Scotia (and more widely in the Atlantic region).

In summary, the attrition rate (including career changes, inter-regional mobility -i.e. moving outside Atlantic Canada, deaths or retirements) for Nova Scotia and the Atlantic Region is estimated to be a minimum of 2 per year.

A3. Identify the number of deaf persons who would benefit if visual language interpreters were trained and available (Nova Scotia and Atlantic Canada).

It is the premise of this study that all deaf persons in the province of Nova Scotia or in Atlantic Canada would benefit from the training and availability of skilled visual language interpreters. Moreover, all Nova Scotians and Atlantic Canadians would benefit from the availability of trained interpreters to ensure the efficacy of communication with any member of the Deaf Community.

However, statistics identifying the "deaf" population are very difficult to state with precision. Following the 1981 National census, Statistics Canada instituted the Health & Activity Limitations Survey to gather and provide more in-depth information on disabled persons in the country.

The definition of hearing impaired used in the Statistics Canada Health & Activity Limitations Survey is one who is "limited in ability to hear what is being said in conversation with one other person, or in a group conversation with three or more persons, even when wearing a hearing aid". Based on this broad definition, the statistics on the next page identify the hard of hearing population figures in the four Atlantic Provinces. (See Table A3.1)

Unfortunately, the Health & Activity Limitations Survey does not clearly identify those who are "deaf" or those who would use or benefit from a Sign Language Interpreter. An extensive analysis of the Federal statistics was undertaken by the research division of the Canadian Hearing Society. In February 1989, CHS released the following highlights:

> *About 10% of all Canadians between the ages of 15 & 65 suffer some degree of hearing loss. This represents about 2.5 million Canadians.
>
> *Currently about 43% of seniors have some degree of hearing loss and the figure is expected to rise to 46% by the year 2000.
>
> *The audiological categories of "hard of hearing" include: Mildly Deaf, Moderately Deaf, Severely Deaf and Profoundly Deaf.
>
> *About 4% (or 1 million) Canadians between the ages of 15 & 65 need to use some form of hearing device.
>
> ***Over .8% or some 200,600 Canadians over the age of 15 are severely or profoundly deaf and cannot use a regular telephone (i.e. must use TDD/TTY or the Relay Operator).**

It is the .8% of Canadians who are identified as severely or profoundly deaf who most need the services of a Visual Language Interpreter. As noted previously, one cannot categorically state that all of this number can sign, however, it comes closest to a 'rule of thumb' which can identify the "deaf" population. As such it has been used to derive the "best estimate" statistics of the deaf who would benefit from the availability of trained interpreters in Atlantic Canada. (See Table A3.2 on next page.)

TABLE A3.1

STATISTICS CANADA FIGURES ON HEARING IMPAIRED INDIVIDUALS

PROVINCE	AGES 15-64	AGE 64+	TOTALS
Newfoundland	8,490	9,335	17,825
Prince Edward Island	2,390	3,430	5,820
Nova Scotia	21,035	19,555	40,590
New Brunswick	13,730	16,620	30,350
ATLANTIC REGION TOTALS:	45,645	48,940	94,585

Source: Statistics Canada. Health and Activity Limitation Survey Highlights: Disabled Persons in Canada. (Ottawa: Government of Canada, March 1990).

TABLE A3.2

STATISTICS PROVIDING BEST ESTIMATE OF PROFOUNDLY & SEVERELY DEAF INDIVIDUALS IN ATLANTIC CANADA

	Population	Severely or Profoundly Deaf
Nova Scotia	884,000	7072
New Brunswick	714,000	5712
Newfoundland	568,000	4544
PEI	129,000	1032
ATLANTIC REGION TOTAL		18,360

Source: Statistics on Provincial Populations from Canada Yearbook, 1988, and numbers of Severely or Profoundly Deaf extrapolated using the .8% "rule of thumb" obtained from the Canadian Hearing Society.

It should be noted that there is no statistically viable data on the deaf population in Canada. Locally, the Coordinating Council on Deafness in Nova Scotia undertook a study in 1989 to identify the deaf and hard of hearing in the province. Its results provide a population distribution of the deaf which, when totalled, closely approximate the figures presented in Table A3.2.

However, the CCDNS report is not considered statistically reliable.

Canada Employment relies on the Statistics Canada Health and Activities Limitations Survey results to identify the numbers of disabled populations which are potential target groups for its various employment assistance programs. In considering service delivery to the deaf community, it would utilize the general disability definition of hearing impaired.

However, it is clear that such a broad definition would not accurately represent those who would require the services of a visual language interpreter.

In January 1992, Statistics Canada released its Health & Activity Limitations Survey Special Topic Series on "Canadians with Impaired Hearing". Again, the statistical research presented did not clearly identify those who would be considered deaf or in need of a visual language interpreter.

Naturally, since there are no precise statistics on the deaf in Canada, nationally, regionally or provincially, the figures presented in Table A3.2 are open to criticism. They are presented with the caution that they are a very rough extrapolation from available data and have been provided in this report strictly as a guideline.

A4. Identify the agencies, organizations and government departments which would utilize visual language interpreters (in Nova Scotia and Atlantic Canada).

There is no shortage of current and potential demand for utilization of visual language interpreter services in Nova Scotia and Atlantic Canada. The results of formal surveys and informal interviews are presented in this section which will later form the basis of analysis in Section E.1 regarding the numbers of interpreters required in the region.

Extensive Nova Scotia-based research was undertaken in three particular areas; the private sector, the federal government, and the provincial government. These three groups participated in formal surveys designed and conducted by Schwenker & Associates between November 1991 and January 1992.

Overall, the results of the formal surveys is quite encouraging regarding attitudes towards the potential use and need for augmented interpreter services in Nova Scotia. Some of the key findings are presented on the following pages.

Informal information gathering was also undertaken through interviews with: Federal Bureau of Conference & Interpretation Services (Secretary of State), PEI Department of Health & Social Services, Society of Deaf & Hard of Hearing Nova Scotians, Saint John Hearing Society, Newfoundland Coordinating Council of the Deaf, Atlantic Centre of Support for Students, Workers' Compensation Board of Nova Scotia, Vocational Rehabilitation, NS Hearing & Speech Clinic, Literacy Division of Advanced Education, and Dartmouth District School Board Continuing Education Division.

With the exceptions of the Workers' Compensation Board and Vocational Rehabilitation, every one of the agencies, organizations and departments contacted indicated a current shortage and a growing demand for interpreter services. These statistics and other informally identified needs are presented in Appendix G.

For example, in the 10 year period between 1982 and 1991 Interpreter services billing at the SDHHNS grew almost 1000% (with a constant billing rate of $30/hour). In the past fiscal year interpreter service hours grew at the rate of 139%. In fact the Society had an additional 409 hours which it could not fulfil over the past two years (i.e. an additional 5% of total filled hours).

At the national level, the sign language interpreting assignments fulfilled by the Secretary of State increased 255% between 1984 and 1990, and have been growing at an increasing rate.

Private Sector

In the private sector, 53 of the largest companies were contacted (see listing in Appendix B) to determine their present levels of Deaf employees, current and future demand for interpreter services, and, where there were no present Deaf employees, the potential demand for such employees and resultant demand for interpreter services. The full survey results and analysis are presented in Appendix D.

> *Of the 53 companies surveyed, 23 fall under Federal Employment Equity legislation, either directly or indirectly (through the federal contracting policy).

*Twenty four companies had a voluntary affirmative action program and another 6 were in some stage of developing such a policy.

*Six companies reported employment of Deaf individuals and another 4 indicated employees with hearing impairments. The total number of deaf employees currently employed was nine.

*Of the 10 companies with hearing impaired or deaf employees, only 2 had used interpreter services in the past year.

All companies were asked to determine the number of interpreter service hours which would be required; i) if they were to have deaf employees and/or ii) if they were to provide the employee with appropriate service (i.e. at staff meetings, upgrading or training sessions, interviews, performance evaluations, and dealing with the public or their clients).

Excluding the extraneous data points, the companies indicated an average requirement of 66.6 hours per employee per year.

In addition, the companies were asked if they would be interested in participating in a government sponsored cost sharing program to cover the costs of interpreter services (and other workplace modifications) in order to hire a deaf employee.

Seventy two per cent of the company representatives indicated that they would be interested (another 24% were unsure, or were not in a position to speak for the company). In addition, the companies offered to pick up, on average, 35% of the costs involved.

Federal Government

The federal government has a centralized budget and staff in the Departmental Interpretation Services Directorate under the auspices of the Secretary of State in Ottawa. The following is an excerpt from the government's policy on the provision of sign language interpretation services:

> "Any deaf person may use the services of a sign language interpreter when s/he has to deal in person with a representative of the federal government".

A survey, similar to the one used for the private sector, was conducted with federal government departments, including all Canada Employment Centres, based in Nova Scotia. In all 29 responses were received (see listing of participating government departments in Appendix B), including 11 of the 12 potential Canada Employment Centres respondents across the province. (A full report is included in Appendix E.)

*Eight respondents reported having a total number of 22 deaf employees.

*The average number of hours of interpreter services used in the course of a year to communicate with each deaf employee was 67 hours.

*Only 10 respondents reported having provided an interpreter in dealing with the public, for an average of 10.9 hours per respondent per year.

Just under half of the respondents reported having used interpretation services, of which 43% indicated that it was difficult to obtain the service as often as they required due to a shortage of interpreters. Even those who responded that they had little difficulty obtaining the services indicated a belief that there was a shortage of available interpreters.

Regarding future demand for interpreter services, 16 respondents indicated that there would be an increased demand for interpreter services over the next five years. The two main reasons given for predicting such an increase were:

i) due to the hiring of more deaf employees, and

ii) due to an increase in the awareness of the disability and a corresponding demand for and availability of the service.

Provincial Government

The provincial government provides interpreter service to its employees in the performance of their work, but does not currently have any over-riding policy regarding the provision of interpreter service to the public.

Through the assistance of the Disabled Persons' Commission, all provincial department deputy ministers, chairmen of boards and directors of agencies were surveyed regarding their use and future expectations regarding interpreter services. Of 33 surveys administered, 29 responses were received. (A list of respondents is included in Appendix B and a full report and analysis of the survey responses is provided in Appendix F.)

*6 respondents reported having deaf employees with a total of 11 employees.

*Four of those 6 respondents indicated that they provide interpreter services to their deaf employees; on average of supplying 32 hours per employee per year.

*Seventeen respondents or 59% have used interpreters in the provision of service to the public in the last year

*The average number of hours used by those departments, (excluding the Department of Advanced Education & Job Training which provided 3360 hours to clients for post secondary education interpreting) was 25.8 hours.

*10 respondents indicated that there would be an increase in the provincial provision of interpreter services over the next five years, citing increased demand from the Deaf and policy or legislative changes as the primary reasons for such an increase. No respondent predicted a decrease.

While two thirds of the respondents had used interpreter services in the past year, 50% of those respondents indicated that it was difficult to obtain the service as often as they required due to a shortage of interpreters.

Asked if there should be a central government budget for the provision of interpreter services, 69% of the respondents replied in the affirmative. Regarding the responsibility for such a budget, the two most frequent responses had it placed under the control of either the Civil Service Commission or the Department of Government Services.

Demand for Educational Interpreters

Perhaps the greatest demand in Nova Scotia is in the area of educational interpreting. This demand is most apparent to the Atlantic Provinces Special Education Authority[5], and the Department of Advanced Education and Job Training, both of whom use educational interpreters at this time - and both are predicting a substantial demand for educational interpreters immediately and into the foreseeable future.

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[5] APSEA is responsible for the education of deaf youth from age 0-21 in Nova Scotia, New Brunswick, and PEI. Statistics on the youth currently served by APSEA is presented on the next page.

STATISTICS REGARDING DEAF CLIENTELE AGES 0-21 SERVICED BY ATLANTIC PROVINCES SPECIAL EDUCATION AUTHORITY

	NS	NB	OTHER[6]	TOTAL
ON CAMPUS AT APRCHI				
Academic Program	38	27	3	68
Deaf Blind	11	2	3	16
Vocational Program	12	8	6	26
Sub-Totals	61	37	12	110
OFF CAMPUS				
Day Classes Program	70	21		91
Preschool Program	29	30		59
Itinerant Teacher Serv.	62	24		86
Monthly Visit Program	40	118		158
Tutorial Service	48	34		82
Educational Assist/ Interpreter*	1	5		6
Sub-Totals	250	232		482
TOTAL ALL CLIENTS	360	269	12	592

*The Educational Assistant/Interpreter Service became APSEA policy in August 1991. The numbers indicate the number of clients approved for the service by APSEA in both Nova Scotia and New Brunswick.

There are currently two Educational Assistant/Interpreter positions which APSEA has not been able to fill; one position in Nova Scotia and one in New Brunswick. In addition, one Educational Assistant/Interpreter position at Sir John A. MacDonald in Halifax County serves 6 deaf clients and is funded by the Halifax County School Board.

NOTE: STATISTICS as of December 20, 1991, (Rev. Jan 92) supplied by Phyllis Cameron, Director of APRCHI, Amherst, NS.

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[6] APSEA-APRCHI primarily services students from Nova Scotia and New Brunswick, though additional clients are provided from PEI and Newfoundland on a fee basis. PEI has its own School for the Hearing Impaired at St. John's Elementary School in Charlottetown. Newfoundland has its own School for the Deaf in St. John's.

In August 1991, the APSEA Board of Directors passed a policy which "supported the provision of sign language interpreter service for those hearing-impaired pupils for whom it has been determined that:

> a) an integrated educational placement is an appropriate setting; and
>
> b) the pupil's educational needs can best be met in the integrated setting by the provision of sign language interpretation."

Phyllis Cameron, Director of the APSEA Centre for the Hearing Impaired in Amherst, NS gave details of upcoming probable and potential demand during an interview on January 14, 1992:

Probable Demand - 15 in NS, 10 in NB
Potential Demand - 94 in NS, 48 in NB.

For the 1991/92 school year APSEA had 5 educational assistant/ interpreter positions in New Brunswick, of which 1 was unfilled. There was one position in Nova Scotia which opened in January 92 and had not been filled at time of publication.

APSEA devised its policy to introduce the "educational assistant/ interpreter" when the St. Mary's University Sign Language Interpreter Training Program was still operating. It had counted on that program to provide trained interpreters, and intended that APSEA provide specific additional training and inservices to qualify the graduate for educational setting needs.

Overall APSEA's position on Interpreter Services may be summed up as follows:

1. There is a lack of trained and qualified visual sign language interpreters in both NS and NB at this time,

2. There is an immediate need for a local Interpreter Training Program, and

3. A regional solution regarding the establishment of an effective training program would be valuable.

In addition, in November 1991, the Department of Education released a Statement on Integration reiterating its policy that;

> "most students who require special education services can have their needs met in the regular classroom.... The issue no longer is whether most students with exceptional

> needs should or should not be integrated, but what support is needed for integration to be successful." [emphasis added]

Since part of the integration policy statement indicates the provision of adequate support services, logic would indicate that there will be a demand for interpreter services to support the full integration of the deaf in the public school system.

Perhaps the greatest question raised by integration policy is the level of support to be provided to those deaf students in elementary school. Currently the APSEA policy only covers students in secondary education (i.e. grades 7-12). The needs of deaf children in the mainstream elementary schools is an issue which will require scrutiny and may fuel demand for more educational interpreters in the near future.

Another key area of educational interpreting demand is in the post secondary system. Through the Vocational Rehabilitation of Disabled Persons' Agreement (VRDP), the province and the Federal Government cost share a comprehensive program of vocational rehabilitation services to eligible disabled persons. The Nova Scotia Department of Advanced Education & Job Training is responsible for administration and funding of educational support services.

Training courses which are covered under the provincial policy respecting the VRDP includes; post secondary education, training from approved private trade schools or business colleges, and special training centres (i.e. Adult Basic Education, Comprehensive Basic Skills Training, Job Readiness Training, etc.).

Among the special support services for which funding is provided are interpreters and tutors. In the 1983/4 fiscal year Advanced Education's budget for interpreting and tutor services to the deaf supported by the VRDP was $3,000. During fiscal 1991/92 its budget had grown to $68,000, an increase of almost 23 times in a period of 8 years! (This is only the provincial contribution to interpreter and tutor services for its deaf clientele, the total bill would be double this since the federal government contributes matching funds under the VRDP Agreement.)

Clearly, there is no shortage of agencies, organizations and government departments which do and would utilize visual language interpreters (in Nova Scotia and Atlantic Canada). Where there is contact with the Deaf Community, or education, or employment of the Deaf, sign language interpreters are essential to ensure effective and efficient communication.

A5. Identify the cost to the provincial government in the provision of visual language interpreters for employees, prospective employees and the general public.

At this time, there is no provincial agency which is responsible to track the costs of providing visual language interpreters by the province. Hence, the data presented in this section is entirely based on the results of the formal provincial government survey conducted by Schwenker & Associates. (See Appendix F.)

First the 1991/92 reported costs to the provincial government are presented. An additional calculation is shown which should provide a good estimation of the existing cost to the province for the current level of interpreter service it provides[7].

Of the 29 responses to the provincial government survey received, an estimation of costs borne by the department, board or agency were provided by: 16 of 17 which indicated that they provided sign language interpreter service to the public; and 4 of 6 which indicated that they had deaf employees and provided interpreter service to those employees.

Interestingly, no department had provided interpreter services to both employees and the public.

Reported Cost to Provincial Government

Cost of Public Service	$79,201.00*
Cost of Employee Service	3,277.57
TOTAL REPORTED COSTS	**$82,478.57**

*In addition, the VRDP Federal/Provincial Agreement provided matching funds in this cost category in the amount of $68,203.00.

Current Cost to the Provincial Government

One department did not report its estimated cost to provide interpreter services to the public. Based on the average cost of all departments, agencies and boards reporting on service to the public (and excluding the extraordinary costs in Advanced Education), the additional cost born by that department would be $785.61.

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[7] It was not clear if the cost to Nova Scotia for interpreter services provided through APSEA was reported by the responsible provincial department.

Additionally, no responses were received from 4 other departments, agencies or boards. Based on the other 29 responses and assuming the missing responses would reflect a similar pattern of service provision, it can be extrapolated that the additional unreported cost would be in the neighbourhood of $2,200.

Hence the estimated current cost to the provincial government for the provision of visual language interpreter services to employees, prospective employees and the general public in fiscal 1991/92 is approximately **$85,500.00**. (An additional $68,203 was provided by the federal government under the VRDP Agreement).

A6. Identify what is being done across Canada to support visual language training.

Interpreter training programs were surveyed in 1989 by researchers associated with the University of Alberta and the Western Canada Centre for Deafness which is based at the University.[8] Using that survey as a starting point, Schwenker & Associates undertook a formal telephone survey of the six existing Visual Language Interpreter Training programs in Canada.

The information compiled is currently the most extensive, up to date data in the country. The specific responses from each program are documented in Appendices H through M. Additional information such as curriculums, intake procedures and tests, lists of texts and training materials as well as other information from each program (as identified in the appendices) is on file with Schwenker & Associates.

The following is a brief sketch of the six known programs in Canada moving from east to west with two in Ontario, one in Manitoba, one in Alberta and two in British Columbia. There is also background on the program which was scheduled to start in 1991/92 at New Brunswick Community College in Saint John.

Sheridan College (Brampton, Ontario) Established Sept 86. Offers a 2 year Sign Language Communicator Diploma program and a 3 year Sign Language Interpreter Diploma of which the first two years were common with the Communicator program. In 1991/92 program was revised so that the Interpreter Diploma students begin to take divergent classes during second year.

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[8] Jerome Schein, Barbara Mallory and Roger Carver. "Preparing Interpreters for Deaf Canadians", Canadian Journal of Rehabilitation, 3(2), 1989, pp. 71-75.

It has 8 full and part time staff involved in the program (4H/4D). Current 1st year enrolment in both programs (common first year) is 55. Graduated 30 interpreters in first 3 classes. Fully funded by the provincial Ministry of University and Colleges.

St. Clair College (Windsor, Ontario) Established Sept 87. Offers a 2 year Sign Language Communicator Diploma and a 1 year Sign Language Interpreter Diploma Program (for which the entry requisite is the 2 yr Diploma).

It has 6 full and part time staff involved in the core program (2H/4D). Current 1st year enrolment in both programs is 50. Graduated 37 interpreters in first two classes. Fully funded by the provincial Ministry of University and Colleges.

Red River College (Winnepeg, Manitoba) First Interpreter Training Program (ITP) set up in summer of 1977. From 82-86, ITP ran 10 months in three terms. In 1988, the college established the current 2 year Interpreter Training Program which begets a standard college certificate. Program runs for two years straight through then starts again. There is no concurrent 1st and 2nd year (both because of resources and a desire not to flood the market).

Program has 1.5 Full Time Equivalent instructors (FT H & PT D). First program enroled 15 and graduated 12. Second program started in 1990, enroled 14 and may graduate 13 in 1992. Program fully funded by provincial Ministry of Education and Training.

Grant McEwan College (Edmonton, Alberta) The ITP was first offered as a 10 month pilot project in 1984/85. Ten students enroled and graduated and the program has continued since then. There were plans in 1989 to go to a 2 year program when its new campus opened and this may come to fruition by 1993. Current intake is maximum of 15 students per year.

The program has 1 full time and 5 part time instructors, along with a full time Instructional Assistant. It has graduated 74 interpreters from its 10 month program, including those from the first pilot project. Program fully funded through Alberta Advanced Education.

Vancouver Community College (British Columbia) First "Interpreters of Sign Language for the Deaf" program set up in 1973 - Canada Employment bought all 20 seats in the 10 month program. Program continued to graduate basic communicators until 1987. Revised to a 13 month program straight through. Graduates were considered more fluent communicators with a better basic understanding of 2 cultures.

Revised again in 1991. Three intakes of 20 persons each for a 3 month intensive introductory program (prerequisite is former first 3 month level - VISTA 1). One annual intake of 20 persons for 10 month portion of program running concurrently with introductory sessions. Graduate receives standard college certificate from the Interpreter Development Program.

It is intended that graduates of the current program become secondary school interpreters or go into further community college work to become communicator with the deaf in say Early Childhood Education. Another option is the 2 year "graduate" program at Douglas College in Westminster BC which is strictly dedicated to the development of interpretation skills.

Vancouver Program has 5 full and part time staff (2H/3D) and has graduated 71 persons in last 4 years (based on 1987 curriculum revision). Will have first new curriculum graduates in June 1992. All funding now comes from Ministry of Advanced Education, Training & Technology, though CEIC still supports some students with their tuition and books, etc.

Douglas Community College (New Westminster, BC) Initially started in 1987 as a 10 month program and ran as such for two years. In 1989 it commenced a 16 month (2 year) program. The curriculum was revised in 1991 to reflect its new relationship with VCC. Both Programs share a common Advisory Board and DCC is the graduate program for VCC. Spring of 1993 will see the first graduates of the new program. Current intake level is 18 for a two year program (i.e. no concurrent first and second year).

The Douglas College VLITP has 2 full time (1H/1D) and three part time (2H/1D) faculty as well as a full time instructional assistant (D). There were approximately 49 graduates of the first three programs. All funding comes from Ministry of Advanced Education, Training & Technology.

There was a Sign Language Interpreter training program scheduled to commence in the fall of 1991 at the Saint John campus of the New Brunswick Community College. It was to be a one-shot, two year program (intake of 15, cost per student $10,000/year), entirely funded by Employment & Immigration Canada under its "Direct Purchase Plan". The program floundered due to a lack of qualified instructional staff. An attempt will be made to re-start the program in 1992.

With the information provided herein and on file with Schwenker & Associates, the Task Force has a substantial body of knowledge upon which to determine a proper course for any VLITP in Nova Scotia.

A7. Determine training levels of Visual Sign Language Interpreters in Nova Scotia and Atlantic Canada. Degree of training, certification, etc. Do they require more training (advanced training)?

> "The Interpreter Training Program I attended [at St. Mary's University] was an excellent beginner program. The course load was heavy and the training and testing were carefully monitored. However because of the intensive nature of studies and courses covered, one year was not enough for us to feel confident in our interpreting skills.
>
> "We learned the anatomy, physiology, diseases of the ear; deaf culture; how language is learned; how words are formed by the mouth; etc., etc.; but needed more time to concentrate on skill development. I feel all the things we learned about the above subjects were absolutely necessary, but for the skill development a one year course is too short.
>
> "For my own needs as an interpreter I would like to see a skilled interpreter handling the material I work with to see how another person would do it. I could pick up some tips and new signs that way. As for formal classroom, I do not have the time right now."

The above quote is typical of the responses generated from the confidential survey of Visual Sign Language Interpreters in Atlantic Canada, completed during December 1991 through January 1992 by Schwenker & Associates. Full results and statistical analysis of the survey are contained in Appendix N.

Of the 28 surveys distributed to identified interpreters in Nova Scotia, New Brunswick and Newfoundland, 20 responses were received. (Through contact with the PEI Department of Health and Social Services and the Chair of the Charlottetown Deaf Club, it was determined that there are no practising 'professional' interpreters in PEI.)

Generally, the survey result echoed the national survey done in 1989, by researchers at the University of Alberta[9]. By gathering the same data here in Atlantic Canada, it allowed for comparisons with the national situation.

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[9] Jerome Schein and Sara Yarwood, "The Status of Interpreters for Deaf Canadians", in ACHEI/ACHDA, 16, (2/3), pp. 127-141.

The basic findings of the national survey were: most Interpreters knew ASL; most have had interpreter training at some level; average experience was 3.9 years; about 40% interpreted in classroom settings; average FT earnings were $14,545; most regarded their work as satisfactory but were disgruntled about working conditions and salary; some even expressed concerns about their colleagues' ethics.

The basic findings of the Atlantic Canada Survey are presented below:

1. Interpreting is a field dominated by women (85%) and the average age is 31.8 years.

2. The knowledge of sign languages reported by the interpreters is juxtaposed by the reported sign languages of their clients below. For example, while 80% of the interpreters reported fluency in ASL, 95% of them encountered clients with ASL signing ability.

Language	VLI's	Clients	Language	VLI's	Clients
ASL	80%	95%	MSL	45%	75%
PSE	100%	***	MSE	55%	60%
SEE	35%	***	LSQ	0%	15%

***Indicates data not collected.

3. Education levels were very high with 95% having completed high school. Forty percent have an undergraduate degree with another 35% having some post secondary education (20%) or a college diploma (15%). One person reported a Masters degree in Deaf Education and another is in the process of completing an Masters in Education.

4. Formal Interpreter Training was reported by 70% of the respondents, including 65% who had attended St. Mary's or another college program of one year in duration. Only one person had two years of formal training (University Diploma from Gallaudet).

In the area of certifications there was quite an admixture. Four reported having SDHHNS screening[10]; 1 reported OIS (Ontario

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[10] While only 4 reported SDHHNS screening, 7 reported working for the agency. Anyone working for the agency must be screened, hence, some interpreters did not identify their certification.

Interpreter Service) screening; 6 reported SOS (Secretary of State) screening; and 4 reported RID (Registry of Interpreters for the Deaf - a US organization) certification.

Three had taken the new Canadian CES (Canadian Evaluation System) and all three passed the written portion but failed the practical.

5. In the category of professional experience - 45% reported working full time. Full timers had an average experience of 3.96 years and earned an average of $17,413 per year.

6. Sixty five per cent spent a majority of their time interpreting in classroom settings. Other areas which involved most of the working interpreters included platform and business environment settings.

7. In the section requesting interpreter opinions, ninety per cent or almost all reported that they were generally happy with their work - 70% reported being very satisfied with another 20% being somewhat satisfied. Three quarters felt that their compensation was totally inadequate. Just over half were satisfied with their working conditions.

Generally, interpreters felt that they and their services were appreciated, but that the deaf community needed more education on how to best utilize the services and on their right to have an interpreter.

Just under half felt that their colleagues were all ethical (45%) while another 40% expressed the opinion that some or most of their colleagues were ethical, but raised questions about the ethics of others.

In concluding this section it is useful to reiterate that there is a general feeling among interpreters that a formal, one year interpreter training program is inadequate. It simply is not enough time to establish both sound ASL and interpreting skills. (This rejection of a one year training program was mirrored in the feedback obtained from the Deaf community. See discussion in Section C.1 below.)

There is the need for proper "up-front" formal training and room for a lot more ongoing professional development in the Atlantic region. As one interpreter commented: "What's the point of training interpreters if we're not willing to continue after they've graduated, we lose too many that way..."

A8. Investigate opportunities available to utilize technology available to provide or implement visual sign language interpreting.

A survey of literature, existing Canadian training programs and international technical research institutes turned up the following information:

> Existing training programs make extensive use of video and audio technology in their training programs. Large banks of commercially produced training tapes and videos are available to assist in instruction.
>
> One new advance which should be widely available in the next couple of years is video disc, which will speed up student access to specific training segments currently cumbersome to access on video.
>
> Research is currently underway at TUNS to develop a computer program which will interpret ASL on video into voice transmission.
>
> IBM has developed a laptop computer which turns typed English into voice transmission. Programs such as Crystal Vision, Business Vision and Arctic Vision have been available to the blind for a few years now. Work is underway to reverse the process for personal computers (i.e. turn voice into printed word).
>
> One method which turns voice into print is through computerized note taking. An operator summarizes what is being said, types the information into a computer which is then projected onto a screen or monitor. A hardcopy can be printed out as well. The notes are a supplement to sign language interpreters.
>
> There is elementary work on stick hand signing by computer, but the quality of graphics is poor, let alone the loss of facial and body expression which is an integral part of sign language communication.

Essentially, while technology is a great aid in the teaching of interpreters, there is no simple, cost-effective or fool proof technological fix which will replace live instruction or provide sign language interpreting at this time.

A more detailed report on new technology under development is contained in Appendix O.

B. Legislative & Policy Framework

An intensive cross Canada inquiry was undertaken by Kim Misener [D] on behalf of Schwenker & Associates to fulfil the research requirements of the Task Force in the area of legislation and policy. Her full narrative with extensive supporting material is contained in a report published under separate cover. Below are the highlights of that research.

B1. Existing Legal Rights

The Canadian Charter of Rights and Freedoms guarantees the right of a deaf individual to interpreter services in the justice system at any level. The Canadian and each Provincial Human Rights Act have a vague protection prohibiting discrimination on the basis of a physical disability - most of the codes leave it up to the deaf/hard of hearing person to define their special needs and fight for them.

B2. Existing Public Service Responsibility

In Nova Scotia there are a variety of written and unwritten policies in place which suggest that the deaf have the right to request the services of an interpreter when dealing with any representative of the province in person. Examples of departments which are obligated under these policies include: Community Services, Advanced Education and Job Training, Consumer Affairs and the Civil Service Commission.

Under its own Human Rights Code the province has an obligation to fulfil this right to ensure no deaf or hard of hearing individual is discriminated against. Overall the case needs to be pressed by the deaf community and its advocacy groups.

B3. Legislation

On May 12, 1989 the Nova Scotia House of Assembly passed a resolution as follows:

> "That the Province of Nova Scotia emphasize its continued commitment to educational opportunities for the deaf and hearing impaired using all appropriate means of sign language and communication."

On the same day, another motion which would have urged the government to integrate sign language into the education system for the deaf was tabled. It never resurfaced.

There is no other known legislation respecting sign language or other legislation which may be utilized or enhanced to promote utilization of visual language interpreters in Nova Scotia.

B4. Other Canadian Jurisdictions

A policy is in place with the federal government that deaf or hard of hearing individuals have the right to request interpreter service when dealing with any branch of the federal government. In the policy, sign language is recognized as an independent language.

A number of Canadian Acts are being reviewed by the Canadian Disabled Rights Council, under sponsorship of the federal government, to ensure that they are consistent with fundamental rights identified under the Canadian Charter of Rights and Freedoms.

New Brunswick established a translation bureau in 1990 which specifically deals with the provision of visual language interpreter services. The budget was $10,000 in both of its first two years of operation. It was overspent this year.

PEI has a policy in place to provide funding for interpreter services in the following cases; medical, employment, legal and in dealing with the government. The Social Services budget is currently $4,000. PEI is the only province which has no formal service agency for the deaf, however legal setting interpreter services have been provided by SDHHNS.

Newfoundland does not have any specific legislation or policy respecting interpreter services, though individual departments do provide implicit recognition of demand. For example Social Services provides funding for post secondary educational interpreters and the Health department provides funds for interpreters in the health sector.

Two recent developments in British Columbia are the first movements towards the recognition and support for interpreter services. Lobbying is underway to encourage the government to pay for interpreters in medical situations, and the Vancouver School Board announced that Deaf could apply for interpreter service to attend any of its one thousand adult continuing education courses. The latter move was forced by a legal challenge instituted under the province's Human Rights Code.

In 1991 Alberta passed legislation respecting provision of interpreter service to the deaf, though it has not been followed by any written policies to ensure access to the service.

Also, the municipality of Edmonton has its own $400,000 budget to provide interpreter services for legal and medical situations.

Ontario is awaiting a final reading of Bill 112, intended to recognize ASL as a language of instruction in the schools for the deaf. Currently, there is a provincial Task Force, established by resolution of the provincial parliament, investigating the availability of interpreters, interpreter training requirements and existing programs and funding. A report in expected in March 1992.

B5. Deaf Culture

On December 6, 1988 Manitoba passed legislation which made it the first (and to date only) province to recognize the uniqueness of Deaf culture and ASL as the official language of the Deaf in Manitoba.

As a result of the passage of legislation, Manitoba's service agency, "The Interpreter Referral Service" has been funded to expand its services in legal, medical and employment settings.

C. Qualitative Information

Access to interpreters by the Deaf in Nova Scotia has been historically limited. In the early 70's two skilled American interpreters moved to Halifax, and later in the 70's the Metro Interpreter Service for the Deaf was formed.

Today, SDHHNS provides an interpreter service which is client driven. The Society charges a flat fee for interpreter services to government agencies and the private sector. Proceeds are used to pay its staff of interpreters and to cover administration costs.

Access to professional interpreters outside metro has been rare. It was not until 1991 when the Society of Deaf & Hard of Hearing Nova Scotians opened a Sydney office, with a staff interpreter, that professional service became readily accessible in Cape Breton.

Despite the best efforts of SDHHNS, much of the province remains under/un-serviced, dependent on the availability of metro-based interpreters, or more often, the use of hearing friends, family or "signers" (people who have some proficiency in sign language, but no training or qualification to be an interpreter).

In order to determine the qualitative nature of available interpreter services, Schwenker & Associates convened two focus groups of Deaf consumers, one in metro, and one in Sydney. The results are presented below in response to the study parameters in this section. A full report on the Focus Groups, written by researcher Elizabeth Doull [D] is provided in Appendix P.

C1. Measure the satisfaction level of persons who utilize visual language interpreters across Nova Scotia. Emphasis should be placed on measuring quality of services provided.

In order to determine what quality meant to the Deaf, both focus groups were asked what they required in a "professional" interpreter:

1. Extensive training in the skills of interpreting. One year training is not enough as it takes at least four years of study and practice to develop proper interpreter skills. It can take up to two or more years to learn ASL before training to become an interpreter. It is important that the interpreter be highly skilled in ASL to assure no frustrations, anxieties and misunderstanding in a variety of situations. Once trained there should be standardized qualifications and screening procedures to screen out 'unprofessionals'.

2. There must be a commitment to deaf people and an understanding of deaf culture. This requires a sincere interest in socializing with deaf people and making friends with them beyond just taking a course in ASL or about deafness.

3. Knowledge in code of ethics. Confidentiality must be strictly observed and practised; no gossip (no discussions about the situation). Confidentiality and professionalism is important before trust can be possible.

4. Responsibility, credibility, and reliability to do assignments. Entry level interpreters must have the ability to admit their limitations and their abilities (i.e. their skills are weak), and should take steps to upgrade their skills.

5. Flexibility. There should be some discussion prior or during or after the situation in which the interpreter is used. This will assure accuracy and smoothness in the process. It may be that some ethics may be too restrictive - a bit more than just interpreting between a deaf person and a hearing person in the situation like a "technical machine". The group dislikes the interpreter whose conduct is "rigid" and likes him/her to explain a bit more than just interpreting.

6. Interpreters should share information to ensure hearing people do not take advantage of the Deaf. Hearing people pick up information and knowledge through the medium whereas it's not possible for deaf people to do so. For deaf people, it means limited access to information that is taken for granted by hearing people.

It is difficult to ask what people think about the quality of any service without getting mostly the negative. The following are the focus group responses regarding the issue of quality:

Training & Skills

There was a general feeling that interpreters were inadequately trained and that there should be more training. Skills are important to reduce anxieties deaf people have in the situation.

In one case, a deaf person recounted her anxieties with one interpreter who was not skilled enough in ASL. She had to explain her situation and make sure the interpreter understood before the appointment began. She didn't like it.

Commitment and Responsibility

Advance booking commitment should be kept; in the past commitments have been broken. Consequently, the appointment had to be cancelled or postponed. There was the feeling that if the interpreter doesn't want to take an assignment, s/he should be fired!

Availability

One deaf person couldn't get an interpreter on a very short notice when a staff meeting was called. She couldn't participate!

One deaf person noted it is difficult to get jobs when there are no interpreters available for job interviews.

Concerns were expressed about the availability of an interpreter for emergency cases after hours. It would be too late if one has to wait for one week to see a professional... Deaf people know what it is like to face an emergency without an interpreter and now do not want to go back to the Dark Ages in which no access is available...

The focus group members who resided more than one hour's drive away are not able to access interpreters fully as those living in the Sydney area. They felt that there should be another interpreter for their area.

It is important to keep in mind that there are other deaf communities in other isolated areas who do not have access to an interpreter.

Pay and Status of Interpreters

Many Catch-22 issues were identified with respect to interpreter services:

a. The job opening for an interpreter is posted and the interpreter couldn't take it because the pay is too low for him or her to take and support him/herself.

b. The job opening for interpreters is posted and there is no interpreter qualified for the job. Those available are not skilled enough. Where do they get practice to become qualified?

Low pay, no benefits, no CPP and UIC deductions (prior to the summer of 1991) has forced interpreters to leave for other jobs or to move to another province for better pay.

If the fees are attractive and there is enough work, then interpreters would stay, not quit or leave

Overall, the status and remuneration of interpreters are low.

C2. Identify the effect that qualified and available interpreters have on the self esteem, integration and overall well being of persons who are deaf.

In order to respond to this study parameter, the responses of both focus groups to two key questions are presented below. The first segment details what it is like not to have access to an interpreter. The second provides a clear juxtaposition, demonstrating the liberating effects of having qualified and available interpreters.

What is it like to have no interpreter?

In summary, there were three key areas which accentuate the negative consequences of not having an interpreter; i) difficulties in one to one communication, ii) difficulties obtaining interpreters and having the opportnity to progress in the workplace, and iii) inability to overcome hearing people's ignorance of Deafness.

These were the comments of the focus groups regarding the question; "What is it like without the presence of an interpreter?":

- felt cut off in the communication process when there is no interpreter

-embarrassed and awkward when one does not know what is going on in the situation

-embarrassed and uncomfortable having to ask what they are saying or what the words mean

- impossible to take advantage of courses or programs to advance upwards in an employment situation.

-concerned about being labelled as "deaf mute" or "dumb" in conversations with a hearing person when there is no interpreter present.

-not comfortable in communicating in writing or speech - eg.
i) very slow, tedious and frustrating to communicate in writing, and ii) experienced embarrassment and ridicule over mis-pronounciation of words

-limited or no participation in staff meetings

-frustrations were high when there is no communication with the interviewer [any interface with government or private sector situation]. In one case, [employment interview] the person walked out after finding no point to continue the process. Things would be different if there is a professional interpreter.

-hearing people's negative attitude and impatience towards deaf people

-lack of awareness about how to communicate with deaf people
i.e. quick response to resorting to using a pen and paper

-belief that the Deaf can lipread completely

What difference does it make to have an interpreter?

In general it was agreed that the Deaf felt at ease and relaxed in the presence of an interpreter. They were more confident knowing that there would be no communication barriers or difficulties with their doctors, other professionals or others in the workplace. The Deaf have no desire to be submissive to hearing people.

It also meant full access to information and discussion. They also were able to participate fully and equally in the process of a conversation or discussion (compared to the old days of depending on a hearing person). With an interpreter in the workplace there is an opportunity to participate in skills upgrading and work toward advancement.

These are the comments distilled from the focus groups in response to the question, **"What does the availability of a professional interpreter mean to you?":**

-gives me control over my own situation, makes me feel independent, not having to depend on hearing people

-time saving; do not have to rely on writing notes back and forth

-ecstatic, "jumping with joy", at ease

-ability to participate fully in a conversation or meeting

-ability to make their own decisions in negotiations or discussions

-felt at ease and relaxed when they used ASL instead of their second language, English, not having to resort to the tedious task of writing back and forth

-full participants in staff meetings instead of just few words in a summary about the meeting from a co worker or supervisor afterwards

-consensus of the idea of having access to interpreter services on a regular basis at the workplace. It would mean more opportunities, more advancement and more money.

-feelings are positive when there is a professional interpreter fluent in ASL.

Both focus groups concluded that they would have liked to see more professional qualified interpreters to maintain their sense of equality and satisfaction in their daily interactions at work and in their personal life.

Overall it is believed that the focus groups were selected with care in order to obtain a fair representation of the Deaf Community. Given the comments of the focus group participants it is very clear that well trained and available interpreters have a very significant impact on their self esteem, their ability to integrate and their overall well being.

D. Barrier Analysis

D1. Identify the attitudinal and cultural barriers which may be held by persons who are in positions to utilize visual sign language interpreters. Do these attitudes impact on the demand to provide visual language interpreters for clients, general public, etc.

As noted in Section A.4 the overall results of the private and government sectors demonstrated barriers were being overcome. At the same time, a minority of the responses indicated that there still exists a misunderstanding of deafness and the needs of the deaf for interpreter services. It is these responses that are presented in this section.

Before presenting that information, it is instructive to reiterate what the deaf community had to say about not having access to interpreters, especially as it concerns dealing with government and in employment situations. (Please see above, pp. 33-34.)

There were three key areas which accentuate the negative consequences of not having an interpreter; i) difficulties in one to one communication, ii) difficulties obtaining interpreters and having the opportunity to progress in the workplace, and iii) inability to overcome hearing people's ignorance of Deafness.

Some of the key difficulties in one to one communication (resulting from ignorance of Deafness) were that it is very slow, tedious and frustrating to communicate in writing and that hearing people are quick to resort to writing. It was also noted that the deaf are assumed to be able to lipread most people easily and understand lipreading completely, which is a fallacy.

Private Sector

Of the eight companies reporting deaf workers, only two had used interpreters. Certainly one reason for not accessing interpreters had to do with the geographic dispersion of the companies across Nova Scotia and the fact that interpreter service is not readily accessible outside Halifax and Sydney.

However, of the ten companies reporting deaf or hard of hearing employees, the regular mode of communication with these employees was that they used written notes, or they believed that their employees read lips readily.

In addition, a majority of the private sector respondents were not aware of what physical changes would be required in their workplace to accommodate deaf employees (eg. visual alarm systems, lights on telephones), although about half were aware of TDDs.

As noted previously, 72% of the private sector respondents would participate in a cost sharing scheme with the government in hiring more deaf individuals and in improving the level of interpreter services they offered.

Government Sector

In general both the federal and provincial governments have historically had greater experience in dealing with the deaf community and with interpreter services.

In the federal government, eight departments reporting having deaf employees used interpretation services to a greater or lesser extent in communicating with these employees. However, about half relied on regular written communication and one quarter reported that their deaf employees read lips readily.

In the provision of services to the deaf public, there was less use of interpreter services outside of the metropolitan areas were interpreters are not readily available. Most of these departments reported using written notes or relied on the lip reading abilities of their deaf clientele. As well, many departments relied on the family, friends or casual 'signers' as communication go-betweens.

Of the 16 federal departments reporting having a formal policy in place to access interpreter services, 82% directly contacted the Secretary of State. (Interestingly, one reported that the SOS was not fast enough in filling their requests and reported that it directly contracted with local interpreters as the need arose.)

Of the 13 who were not aware of a formal policy, 3 had no experience with interpreters and were unaware of the procedure for obtaining such services. Of the remaining 10, two indicated that they would contact the SOS, 2 would contact the Public Service Commission, 2 would ask their Ottawa headquarters and the remaining 4, though unsure of who to contact, knew that they could book interpreters if necessary.

A couple of the open ended comments from the federal representatives did reveal some attitudinal and cultural barriers which would negatively impact on the ability of the deaf to obtain employment and access to interpreter services:

> I have interviewed deaf candidates before using written notes to communicate back and forth.
>
> Managers are leery of hiring deaf individuals due to worries over being able to communicate effectively with them.
>
> It would seem that we all do not have a need [for interpreter services].

But overall, the tone of the comments were very positive:

> If the need arose, we would not hesitate to contact an interpreter.
>
> The disability is not an obstacle in the hiring process, it is the qualifications which count.
>
> It would be easier and more professional to deal with our deaf clients through a trained interpreter.

In the provincial government, 6 organizations reported having deaf employees and two thirds had provided interpreters for these employees - but one third had never provided interpreter service. About 60% of the provincial departments, boards or agencies had used interpreter services in the provision of service to deaf members of the public.

At the same time, when asked about the methods of regular communication with the deaf, only 27% indicated the consistent use of trained interpreters. About half reported using written notes and one third reported that the deaf read lips well enough in regular communication.

Again, the overall attitude towards the provision of interpreter services was encouraging, with one third of the departments recognizing that there would be an increase in demand for interpreters to provide better service to both deaf employees and deaf members of the public.

While it will be argued in the next section that there has been a discernable shift in attitude regarding the employment of the deaf and provision of interpreter service to deaf employees, there are still a number of subtle underlying attitudinal barriers which must be overcome.

D2. Identify the barriers to employment and education for persons who require visual sign language interpreters.

Employment Barriers

The 1987 Parliamentary Committee on Equal Rights: Educating and Employing Hearing Impaired Canadians; Where did we go Wrong? made visible the barriers faced by hearing impaired individuals who wished to enter either the educational system or the workforce.

The Committee noted that barriers are set by society as a whole by predetermining what the deaf are able to do and not able to do. The major barrier is a lack of awareness. In 1987 employers noted that they were reluctant to hire deaf individuals due to many misconceptions:

a) the deaf pose a safety risk

b) it is impossible to establish communication channels with them, and

c) costs involved to make the workplace compatible with the deaf's needs are prohibitive.

Other barriers, once inside the workplace include; discrimination when being considered for raises and promotions, social aspects of fitting in with the other employees, and shortage of support services (eg. access to interpreters, access to training, etc).

These barriers were re-examined during the extensive surveys undertaken by Schwenker & Associates with the private and the government sectors in Nova Scotia. The findings indicate that in the years since the 1987 study, much progress has been made in breaking down these barriers. (See full report in Appendix Q.)

Overall, employers; stated less concern about safety risks of deaf employees in general, noted little concern about establishing communication channels, felt the Deaf would "fit in", and **stated a willingness to cover the costs of making the workplace compatible with the needs of the Deaf, including the provision of interpreter services**.

The survey responses indicated a discernable shift in the views of Nova Scotia employers concerning the issues surrounding hiring a deaf worker. However, there is still much work to do. Changing these views is only the first step.

Deaf people must first be hired and integrated into the workforce and there was little evidence that they have been able to do so, despite the recorded attitude shift.

One of the key concerns noted by employers with respect to hiring Deaf workers was the educational level of deaf applicants to jobs. (This is not just applicable to the deaf but to the population as a whole.) The Deaf must have access to the same educational opportunities as hearing people to compete realistically for the same positions in the workforce. Therefore, the battle starts at the educational level, and then moves into the employment arena.

Educational Barriers

The major barriers to employment are education and the major barrier to education is communication.

Some of the barriers encountered by deaf individuals are the result of a hindered personal social development related to experiential deprivation. Much of the information and experience which contribute to forming social behaviour is picked up while listening to adults. Therefore, starting in childhood, problems of interpersonal relations can be magnified by impaired communication.

Another challenge of the deaf is being hearing impaired in a world where normal is equated with "hearing". Self esteem is damaged when hearing people do not give the deaf the same status or treatment they would to hearing people. For many deaf it is easier to "go along to get along"; laughing at jokes or nodding in agreement when instructions for a task are given, even when they are not understood.

The english language is also difficult to learn in early childhood for the same reasons. Early language development is predicated upon and aided by listening to others speak. As a result speech and language remain difficult to learn throughout life and the average reading level achieved (for prelingually deaf) is between grades four and seven.

Schooling fails to offer deaf Nova Scotians the same opportunity as hearing individuals. Deaf persons' complaints about education focus on the need for more support services; like interpreters adequately trained in sign language, note takers, hearing aids and tutors.

The deaf also want to see more ASL used by teachers who are fluent signers, because it is twice as fast as SEE and communication can occur as fast as speech."[11]

Deaf people are not expected to obtain university degrees, or generally make it to post secondary education because gaining the requisite schooling for admission has not been facilitated. Without social and life skills development, without basic english and math, and without higher education, the Deaf are at a disadvantage in competing for jobs in a work world demanding ever increasing basic skills at the entry level.

The ability of hearing impaired individuals to learn is not a mental deficiency, but a problem of communication. Interpreters/communicators are essential to aid the Deaf in overcoming their challenges - both in school and in the workplace.

D3. Identify whether there is/is not a higher level of participation by persons who need sign language interpretation in post-secondary training and employment when there are established visual language interpreter programs.

Essentially all Deaf in Canada have access to support services for post secondary education through the Federal/Provincial Vocational Rehabilitation Disabilities Program agreements.

As noted in the previous section, the problem is obtaining the necessary upgrading in basic skills, english and math to get in to post secondary education (including vocational training at a community college or other recognized institution). According to trends across the country, this can be fostered through use of the skills of well trained educational interpreters/communicators.

In addition, there is some evidence from five of the six existing interpreter training programs that such program provides support and encouragement for the participation of Deaf students at the institution where it is situated.

The data obtained from the surveys with institutions where there is an established visual language training program is summarized below in answer to the question: "Do you believe that there is an increased level of participation of deaf students at your school because you offer a VLITP?

---

[11] S. Livingstone, "An Alternative Education for Deaf Children: Part 1", American Annals of the Deaf, 131, (1), 1986, pp. 21-25.

Vancouver Community College, BC

Not really, we already have quite a bit of participation at our college because it has specific programs for the Deaf at the main campus and extensive support services. All four of the special education support workers/instructional assistants are graduates of the College program.

Douglas Community College, BC

Absolutely. We require our program students to do volunteer work, especially at student body activities which makes them accessible to the deaf.

Red River College, Man

Red River College has been designated specifically to encourage deaf participation and therefore has long had programs for the Deaf. It also has a literacy program for the Deaf and an extensive evening program which uses a number of interpreters (past graduates of the training program). As a result there are lots of mainstream Deaf at the college. Every interpreter (currently 4) hired by the college comes from its own interpreter training program.

Sheridan College, Ont

Somewhat. There has certainly been an increase in deaf people attending night school courses because of the access to interpreters and note takers. Most of the program students are note takers for the Deaf at night school in order to earn a part time wage. The Ministry of Colleges and Universities has a fund to support deaf participation in post secondary education. We also have increased deaf involvement because they are enroling in our communicators program in order to become teachers assistants.

St. Clair College

There has been an increase in participation because the deaf feel more comfortable. Full time deaf student enrolment has climbed from 0 to 2 to 8 because there are more services and people to communicate with. The college has also established a special needs office. All students in the Interpreter and Communicator programs are volunteer notetakers, communicators and participate in extra-curricular activities which gets the deaf more involved.

First and foremost, an interpreter training program is necessary to provide the pool of requisite talent to work with the Deaf and allow them to achieve post secondary education levels.

E. Results and Analysis

E1. Identify the number of visual language interpreters required (for Nova Scotia and Atlantic Canada).

Analysis

In Nova Scotia, 17 interpreters were identified to participate in the Atlantic Interpreter survey prepared by Schwenker & Associates for this report. Of these 17, 4 are freelance interpreters, outside the realm of the SDHHNS. All but two of those identified were based in Metropolitan Halifax/Dartmouth.

Of the 13 listed with the Society, 6 are available for assignment through the Society;

> 3 work primarily in educational settings on assignment through the Society,
>
> 1 is attached to the Cape Breton Office,
>
> 1 is staff interpreter with the Society and,
>
> 1 other is available for Society assignments.

Of the remaining 7;

> 1 is a full time secondary level educational interpreter,
>
> 1 is full time at the Atlantic Centre of Support for Disabled Students,
>
> 3 are in full time administrative or counselling positions with the Society (2 in Halifax and 1 in Cape Breton) and are not really available for interpreting situations),
>
> 1 has recently left the employment field for family reasons, and
>
> 1 has recently returned from elsewhere in Canada and has not been available to work with the Society.

Of the 5 interpreters in Nova Scotia who have been qualified for Secretary of State work, 1 (Sydney) has just retired, 2 are full time educational interpreters, and 1 is full time staff with the SDHHNS. This leaves 1 full time free lance interpreter available and 3 others who are unavailable most of the time.

In Nova Scotia, there are no qualified bilingual or unilingual french sign language interpreters (i.e. fluent in LSQ) which means the deaf population who are French are not serviced.

Educational Interpreters - Nova Scotia

There is currently 1 educational assistant/interpreter position through APSEA (Antigonish) which has not been filled.

The probable demand for secondary school, educational assistant/ interpreters identified by APSEA for Nova Scotia (over the next 5 years) is 15, with a potential requirement of 94. The latter figure is posited on the fact that the APSEA policy creates the possibility that any Deaf integrated into the public school system, could demand an educational assistant/interpreter.

In the area of post secondary education, a number of potential positions have been identified which would fall under the funding responsibility of Vocational Rehabilitation with the Department of Advanced Education & Job Training in Nova Scotia.

Discussions were held with Raymond LeBlanc, Academic Supervisor with APSEA-APRCHI to determine the expected secondary school graduates from the Centre with potential and/or plans to attend post secondary studies at the college or university level. Mr. LeBlanc indicated that the Centre expects to graduate an average of 2 or 3 students per year, into the foreseeable future, with capabilities or interest in attending post secondary studies with the need for interpreter services.

Additional discussions were held with David Tingley, Coordinator of the Nova Scotia Off Campus Programs, in the same regard. With respect to the next 3 years, his clients have indicated specific post secondary plans, and all would require or significantly benefit from the services of an educational interpreter.

Based on this immediate interest and future clientele trends, Mr. Tingley indicated a potential of between 7-10 clients per year into the foreseeable future. This translates into a requirement of an additional 5-8, Nova Scotia based, educational interpreting positions per year into the foreseeable future.

Government and Privates Sector - Nova Scotia

In the provincial government sector, future demand has been roughly extrapolated from the survey undertaken by Schwenker & Associates. Very few respondents attempted to predict future demand, hence the information presented here is statistically suspect. However, it is presented as a preliminary gage of future potential.

Based on the small data set, the average incease per year, in provision of service to the public and to employees worked out to 26.75 hours per year. This is about a 50% increase from the current average level across all departments, except Community Services and Advanced Education. The latter two departments were excluded due to their high levels of interpreter service provision (i.e. about 4500 hours per year) and because future demand from Advanced Education in the form of post secondary educational interpreters has already been discussed just above.

If this increase were to take place across the 18 departments which currently provide service to employees or to the public, (again excluding Community Services and Advanced Education) the total year over year increase of 481.5 hours.

In the short term, increased demand for interpreter services from the provincial government could be serviced by the existing body of interpreters in the metro area and in Sydney. The severe problem comes for servicing the deaf clientele outside of these two metropolitan areas. At this time, this clientele must rely on friends, family and signers (i.e. those with signing experience, but no certifiable qualifications to interpret). This latter issue is addressed in recommendations under Section E.5.

At the federal level, 16 respondents to the sectoral survey predicted increased demand for interpreter services, of which half took a stab at predicting the potential percentage increase. Again, the small data set does not hold statistical validity, but the information is relayed to provide a rough approximation of potential future requirements.

The analysis indicates that potential future demand could increase by approximately 50%. Based on existing federal use of interpreters for provision of services to employees and the public, this translates into an increase of approximately 30.15 hours per year. Extrapolating for all 16 departments predicting an increased demand, this indicates a year over year total increase of 482.4 hours.

There is a problem with existing and short term increases in demand for the federal government sector. The available Secretary of State certified interpreters have decreased essentially to one - a freelance interpreter in Halifax.

However, in the short term, this demand increase could be handled by existing interpreters, _if_ interpreter skills are up graded and Secretary of State screening tests are taken and passed. The significant problem is again with access to service outside the metropolitan area of Halifax/Dartmouth. It is doubly significant because the only federal offices outside of metro are Canada Employment Centres. Again, this issue is addressed in recommendations under Section E.5.

Short term demand increase in the Nova Scotia private sector is negligible at this time. However, as discussed in Section D the primary barrier to employment, and the area of most concern to the employers, is the educational level obtained by the Deaf.

The private sector is very amenable to affirmative action and the use of interpreter services where needed. Again, the issue of interpreter availability to the private sector outside of Metro is of prime concern at this time. The provision of interpreter services to the private sector is also addressed in recommendations under Section E.5.

Interpreter Demand - Rest of Atlantic Canada

It is difficult to provide a comprehensive answer for the number of interpreters required in the remainder of Atlantic Canada outside Nova Scoita. At this time, PEI has no qualified professional interpreters and must rely on mainland interpreters for court service.

Newfoundland has 5 professional interpreters on staff in St. John's with the Coordinating Council on the Deaf. Of the 5, 3 are certified for Secretary of State (Federal) work. An additional staff position was advertised in the fall of 1991 had still not been filled in mid-February 1992.

New Brunswick has 6 qualified interpreters identified by the Saint John Hearing Society; of which 1 is currently in a full time administrative position, 3 others are in Saint John, one in Fredericton and one in Moncton. Only the latter two are qualified for Secretary of State work.

There are no qualified bilingual or unilingual french sign language interpreters (i.e. fluent in LSQ) which means the deaf population who are French are not serviced.

At the present time, there is one educational assistant/interpreter position not filled in the province and 4 other positions are filled by interpreters outside those identified by the Saint John Hearing Society.

The probable demand for secondary school, educational assistant/ interpreters identified by APSEA for New Brunswick (over the next 5 years) is 10, with a potential requirement of 48.

In addition, there is a likely requirement for a number of post secondary level educational assistant/interpreters in New Brunswick. That province has the same responsibility to provide such under its VRDP Agreement with the federal government. The demand is estimated to be similar to that of Nova Scotia: service will be required for between 7 and 10 clients a year into the foreseeable future which translates into an additional 5-8 educational interpreting positions per year.

Results

Based on the above analysis, the number of interpreters required in Nova Scotia and Atlantic Canada is presented in a table on the following page.

E2. Identify employment opportunities in Nova Scotia as a visual language interpreter.

Specific job opportunities identified for Nova Scotia are: secondary and post secondary Educational interpreter/communicator and in general provision of service to the deaf as employees (in both the government and private sectors), service to the public by government, plus medical,legal situations and other service requirements by the Deaf Community. (See also recommendations under Section E.5)

A standard job listing, posted by APSEA, for a secondary school Educational Assistant/Interpreter is included on the second page following, describing position scope, qualifications, term and salary.

Statistics on income earned by Visual Language Interpreters is included in a chart on p. 57 in the next section.

IDENTIFICATION OF REQUIRED VISUAL LANGUAGE INTERPRETERS IN NOVA SCOTIA AND ATLANTIC CANADA (OUTSIDE NS)

	Nova Scotia	Atlantic Canada
Current Jobs Available	1	2
Annual Interpreter Jobs in the next 5 years based on Demand for Educational Interpreters only	10 - 14*	9 - 13**
Additional Annual jobs based on estimated attrition & general requirements	2 - 3***	2 - 6****

NOTES:

*Of this amount, 3 per year are required for APSEA (secondary level) based on the most likely or probable requirements and 7-11 are predicted for post secondary education needs.

**New Brunswick only. Of this amount 2 per year are required for APSEA (secondary level) probable or most likely requirements and 7-11 are predicted for post secondary education needs.

***As noted in Section A.2 it is very difficult to determine attrition rates. It is not unreasonable to assume 1 person will leave the field per year. General requirements have been extrapolated based on the following: At the current time, SDHHNS has 3 interpreters handling the roughly 40% of its work outside educational needs. Over the past 10 years, interpreter service has been growing at an increasing rate, with an overall increase of about 1000% (See Section A.4). Based on the last two years for which figures are available, interpreter services, other than education, contributed 33% to the increase in interpreter hours. Hence in the next 10 years, it is conceivable that SDHHNS general interpreter services will grow 333% again requiring about 10 new interpreters or 1 per year for general services. To get the high end, this estimate has been doubled based on a predicted increase of service demand in both levels of government and in the private sector and due to existing and potential demand in areas outside of Metropolitan Halifax/Dartmouth.

****New Brunswick figures estimated for attrition and general requirements at 1 to 3 per year.Includes very rough figures estimated for PEI and Newfoundland as follows: general needs 1 to 3 per year (The deaf population in both provinces is roughly equivalent to that of NB's. Currently, there are no educational policies with respect to provision of educational interpreters in either province.)

Atlantic Provinces Special Education Authority
Resource Centre for the Hearing Impaired
APSEA-RCHI

Director
Phyllis A. Cameron
B.Sc., B.Ed., M.E.D.

P.O. Box 308, 160 Willow Street
Amherst, Nova Scotia B4H 3Z6
(902) 667-3808 FAX 667-0893

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October 7, 1991

EDUCATIONAL ASSISTANT/INTERPRETER

REQUIRED BY:	Atlantic Provinces Special Education Authority
RESOURCE CENTRE:	Resource Centre for the Hearing Impaired
LOCATION:	Kennebecais Valley High School Saint John, New Brunswick
POSITION SCOPE:	Under the general periodic supervision of the APSEA Consultant facilitates communication between deaf students and hearing teachers/students in an educational setting. Provides Sign (ASL and SE) to English and English to Sign (ASL and SE) interpretation in a secondary public school setting in the classroom for individual interpreting; at assemblies; or at meetings. Provides tutorial support to integrated deaf students.
REQUIREMENTS:	• well developed skills in Signed English and American Sign Language • graduation from an Interpreter training program or equivalent • strong academic background at a high school level • community college diploma or university work in special education or child development desirable • good interpersonal skills with students and staff • demonstrated ability to work as a team member. • ability to work in a high school setting
TERM:	Immediately for remainder of first semester ending January 31, 1992 with possible continued employment until the end of school year.
SALARY:	$90/Day

Submit application, current vita and identities of three current references no later than October 21, 1991 to:

Phyllis A. Cameron, Director
APSEA Resource Centre for the Hearing Impaired
PO Box 308
Amherst, Nova Scotia
B4H 3Z6

It is important to address concerns that there may be a saturation level reached in the area of educational interpreting in about 5 years due to the fact that secondary school Deaf students may require an interpreter for a maximum 5 year period. Or, what about a saturation level in the interpreting field in general?

For the foreseeable future, saturation of the market for interpreters should not be a problem. Some of it may be accounted for through attrition, or through shifts to other jobs - including jobs in a related field working with the deaf.

For example, trained interpreters could change their career path to become involved in any job where there is interface with the deaf, including; administrative and counselling positions with service agencies for the deaf, hospital staff, early childhood educators, social workers, home care workers, therapeutic assistants, youth care counsellors, etc.

This potential is reinforced by the statistics on the St. Mary's program[12], the informal study of past Nova Scotia interpreters discussed in Section A.2, and based on the experiences of existing interpreter training programs in Canada. (Especially see response from VCC, Appendix L, and also Career Path Flow Chart, p. 63.)

Individuals trained as interpreters would also be of benefit to any organization employing deaf workers. In Atlantic Canada this could especially apply to those companies covered under Employment Equity (of which 23 were identified in the private sector survey conducted for this study), or right across the government sector (where several departments reported having hearing employees with signing ability).

Current statistics on the graduates of the St. Mary's VLITP (see next page) clearly confirm that there are employment opportunities for trained sign language interpreters. It further demonstrates that a new program established in Nova Scotia would benefit both the Deaf community in the province and other Deaf in the region.

---

[12] There were 36 graduates of the St. Mary's Program. 19 or 53% are working full time as Sign Language Interpreters and another 6 or 17% are working full time in a related field. This means a full 70% of the Program graduates are currently working with the deaf community; of which almost two thirds are doing so in Nova Scotia. Of the remainder, all but 2 are working full time in an unrelated field, the two outstanding being involved in other retraining programs at this time.

ST. MARY'S UNIVERSITY VLITP
PRESENT STATUS OF PROGRAM GRADUATES

Program 1 (85/86) - 10 Graduates
6 are working Full Time as Interpreters

1	NS	SDHHNS
2	NS	Education
1	BC	Education
1	AB	Education
1	ON	Staff

3 are working in a Related Field in NS

1 is working in an Unrelated Field in NS

Program 2 (87/88) - 9 Graduates
3 are working Full Time as Interpreters

1	NS	SDHHNS
2	ON	

1 is working in a Related Field in NB

5 are working in an Unrelated Field; 2 in NS, 1 in NF and 2 in ON

Program 3 (88/89) - 9 Graduates
5 are working Full Time as Interpreters

2	NS	SDHHNS
2	NB	Saint John Hearing Society
1	ON	

1 is Working in a Related Field in PQ

1 is Working in an Unrelated Field in NS

2 are involved in Retraining Programs in NS

Program 4 (89/90) - 8 Graduates
5 are working as Full Time Interpreters

1	NS	SDHHNS
2	NS	Freelance
2	ON	

1 is working in a Related Field in ON

2 are working in an Unrelated Field; 1 in NS, 1 in SK

E3. Identify the best method of implementing a training program that responds to the needs of the deaf community.

Analysis

There are two training issues to be addressed in this section. One is the establishment of a Sign Language Training program to meet the demand for additional interpreters identified in this report and the other is meeting the skills upgrading needs of existing interpreters in the province of Nova Scotia.

Establishment of a NS Training Program

Research conducted by Schwenker & Associates has provided considerable support for the establishment of a minimum 2 year training program. Both graduates of the former St. Mary's program and the Deaf community have identified discontent with the interpreting skills level obtained from a one year training program.

Examination of the six established training programs across the country (as well as the proposed program in Saint John, New Brunswick), indicate that the norm is a 2 year program. As well, a cursory discussion with representatives of deaf organizations in the United States has indicated that 2 years is also the norm in that country.

To understand the importance of such minimum training it is important to recognize the breadth and depth of skills required by a professional sign language interpreter. The chart on the next page was provided by St. Clair College in Windsor, Ontario. It identifies seven areas of interpreter competence and some 45 component skills which are expected to be mastered by students in their sign language training program. To "interpret" is only one area of competence and requires 9 component skills alone.

Dr. Dennis Cokely, of Sign Media Inc. (Britonsville, Md, USA), graduated with his PhD from Georgetown University. His thesis dealt entirely with the factors influencing communicative interaction, especially in the process of interpreting between sign language of the Deaf and the spoken word of hearing persons.

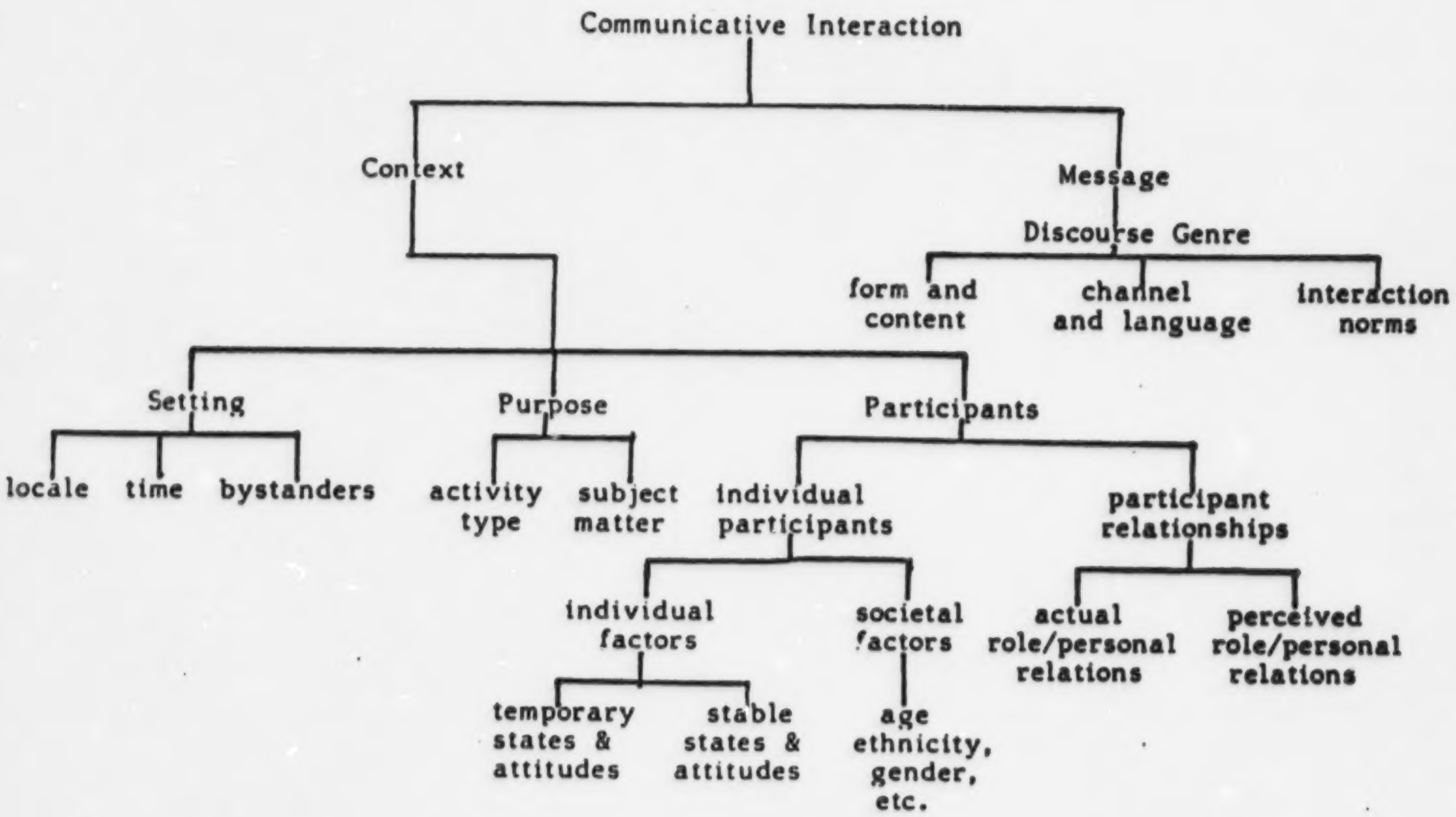
Dr. Cokely has studied and described the very complex process of sign language interpretation. His Psycho/Socio-linguistic Model of the Interpretation Process and his flow chart of the Cognitive Process of Interpretation are presented on the two pages following the St. Clair Interpreter skills chart.

St. Clair College of Applied Arts and Technology

Sign Language Interpreter

Interpret	Interpret Sign to Voice	Interpret Voice to Sign	Match Language, Feeling and Intent	Present Concepts in ASL	Present Concepts in English	Transliterate Sign to Voice	Transliterate Voice to Sign	Mediate Language	Mediate Culture
Follow Professional Behaviour	Follow Code of Ethics	Be Properly Groomed	Participate in Professional Organizations	Upgrade Professional Skills	Advance Credentials	Maintain Credentials			
Prepare for Interpreting Assignments	Wear Appropriate Apparel	Research Topic	Learn Terminology	Determine Assignment Requirements	Assess Self Qualifications	Refer If Necessary	Clarify Roles & Responsibilities		
Set Up Interpreting Environment	Identify Consumers' Language Levels	Set Up Visual Environment	Set Up Sound Environment	Confirm Roles & Responsibilities	Adapt to Consumers' Language Levels	Practice Personal Safety			
Demonstrate Personal & Interpersonal Skills	Present Self Confidently	Assess Strengths & Limitations	Accept Strengths & Limitations	Be a Team Player	Develop Assertiveness	Determine Problem Ownership in Interpreting Assignments	Resolve Problems in Interpreting Situations	Manage Conflicts	
Manage an Interpreting Business	Establish Billing System	Manage Files	Develop Networking System	Manage Schedules	Market & Advertise Services	Manage Tax Records			
Maintain Physical & Mental Fitness	Manage Stress	Maintain an Appropriate Exercise Program	Implement Strategies for Maintaining Mental Health						

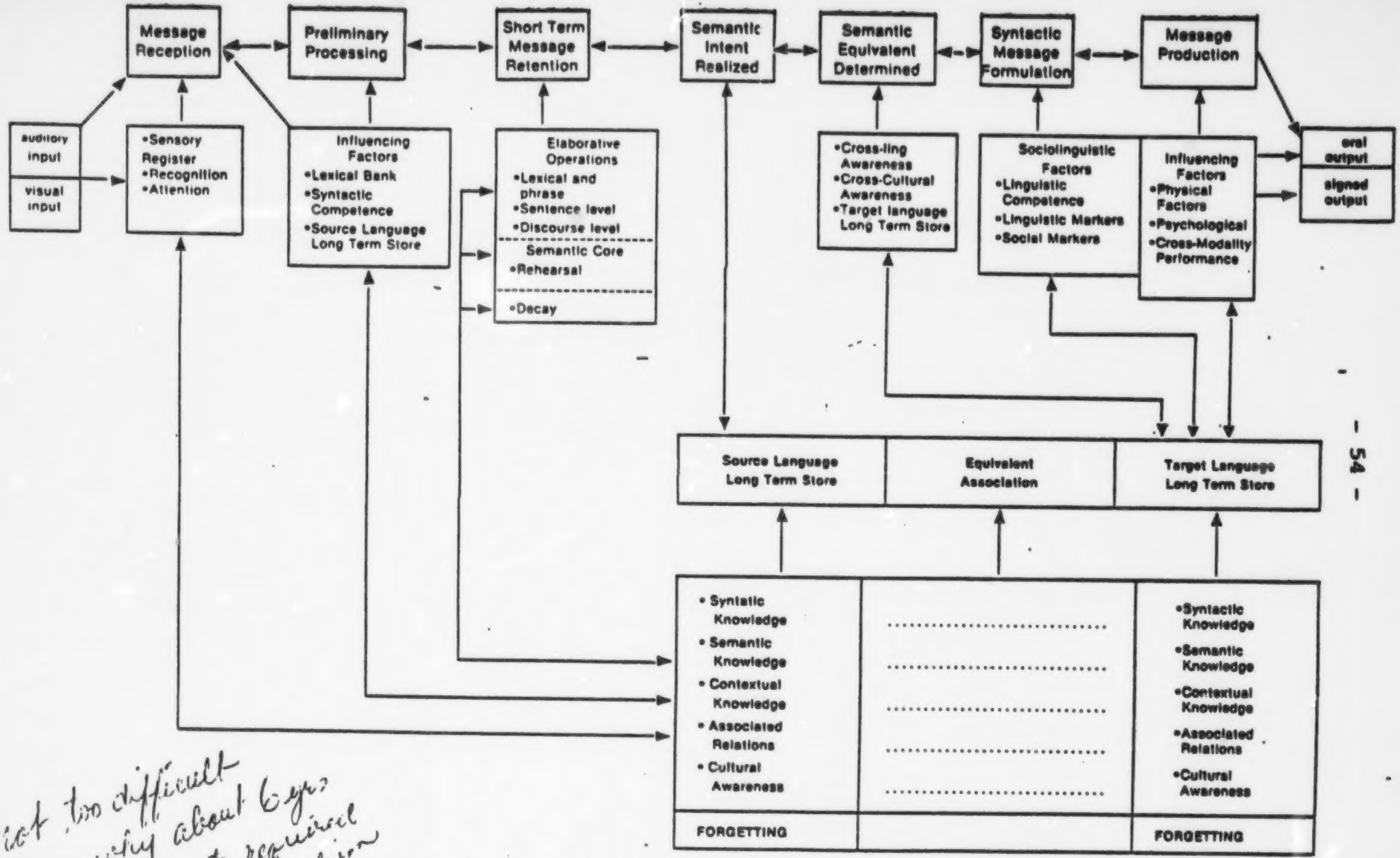
2000 Talbot Road West, Windsor, Ontario N9A 6S4 (519) 966-1656


Communicative Interaction
Context
Message
Discourse Genre
form and content
channel and language
interaction norms
Setting
Purpose
Participants
locale
time
bystanders
activity type
subject matter
individual participants
participant relationships
individual factors
societal factors
actual role/personal relations
perceived role/personal relations
temporary states & attitudes
stable states & attitudes
age ethnicity, gender, etc.

Factors influencing communicative interaction

PSYCHO/SOCIOLINGUISTIC MODEL OF THE INTERPRETATION PROCESS
DENNIS COKELY 1983

DO NOT QUOTE OR REPRODUCE WITHOUT PERMISSION


Message Reception
Preliminary Processing
Short Term Message Retention
Semantic Intent Realized
Semantic Equivalent Determined
Syntactic Message Formulation
Message Production
auditory input
visual input
•Sensory Register
•Recognition
•Attention
Influencing Factors
•Lexical Bank
•Syntactic Competence
•Source Language Long Term Store
Elaborative Operations
•Lexical and phrase
•Sentence level
•Discourse level
Semantic Core
•Rehearsal
•Decay
•Cross-ling Awareness
•Cross-Cultural Awareness
•Target language Long Term Store
Sociolinguistic Factors
•Linguistic Competence
•Linguistic Markers
•Social Markers
Influencing Factors
•Physical Factors
•Psychological
•Cross-Modality Performance
oral output
signed output
Source Language Long Term Store
Equivalent Association
Target Language Long Term Store
• Syntatic Knowledge
• Semantic Knowledge
• Contextual Knowledge
• Associated Relations
• Cultural Awareness
FORGETTING
•Syntactic Knowledge
•Semantic Knowledge
•Contextual Knowledge
•Associated Relations
•Cultural Awareness
FORGETTING

Not too difficult
to see why about 6 yrs
of training to required
to achieve professionalism
in interpreting
R.

THE COGNITIVE
PROCESSES IN
INTERPRETING
ENGLISH / ASL

"Cokely"

Dr. Cokely also led a team hired by the Secretary of State and the University of New Brunswick in 1990 to design a "Model Curriculum for Teachers of ASL and Teachers of ASL/English Interpretation".

The process of becoming a professional interpreter requires that an individual become both bilingual and bi-cultural. According to experts who are closely acquainted with the field, such as Dr. Cokely, it is estimated to take between 4-6 years to develop a "complete" interpreter.

Given the complex nature of interpretation and the critical nature of professional communication between two cultures, a two year program is considered a minimum training period.

On the other hand, it is necessary to balance the training period with the program training costs per student and the prospective remuneration which can be earned upon graduation. The following two pages present statistics regarding both these matters.

With respect to the cost, programs which roughly approximate the scope and size of training suggested for Nova Scotia cost in the neighbourhood of $10,000 per student per year.

With respect to income earning potential of a Nova Scotia program graduate (from the proposed 2 year program) would be approximately $17,000 - the potential earnings of a secondary level educational assistant/interpreter. This is very close to the average income currently earned by interpreters in Atlantic Canada.

Upgrading for Existing Interpreters

The other matter to be addressed in this section is the ongoing skills improvement of existing sign language interpreters in the Atlantic provinces. Of the 20 responses received to the survey conducted by Schwenker & Associates, everyone who answered the question regarding requirements for additional training responded positively and gave specific requirements.

One interpreter response is particular noteworthy:

> "Before another ITP is set up, I think something should be put in place for...graduates of an ITP who may still need a little more training and encouragement. All too often, these people are left out and then we lose them and once again ITP money has been wasted....What's the point of training interpreters if we're not willing to continue after they've graduated, we lose too many that way..."

OVERVIEW STATISTICS ON VLI TRAINING PROGRAMS IN CANADA

The following is a list of the current Sign Language Interpreter programs in Canada indicating date of commencement, length of current program, **approximate cost per student enroled (excluding capital costs)**, and funding body:

> Vancouver Community College, Vancouver, BC. (1973, rev. 1987, rev. 1991). 13 mo. program, annual intake of 20 students. **($4,120).** Funded by Ministry of Advanced Education, Training & Technology.
>
> Douglas Community College, New Westminster, BC. (1988, rev. 1989). 2 year program, bi-annual intake of 18 students. **($10,870).** Funded by Ministry of Advanced Education, Training & Technology.
>
> Grant McEwan College, Edmonton, Alb. (1984). 10 month program, intake of 15. **($ 9,470).** Funded by Alberta Advanced Education.
>
> Red River College, Winnipeg, Man. (1982, rev. 1988). 2 year program, bi-annual intake of up to 16. **($ NA).** Funded by Ministry of Education and Training.
>
> St. Clair College, Windsor, On. (1987). 2 year "Communicator" program, plus one additional year "Interpreter" program, annual intake of 50/20. **($2,350).** Funded by Ministry of Colleges & Universities.
>
> Sheridan College, Brampton, On. (1986, rev. 1991). 2 year "Communicator" program, 3 year "Interpreter" program (1st year is common), annual intake of 55/up to 20. **($3,630).** Funded by Ministry of Colleges & Universities.

There was a Sign Language Interpreter training program scheduled to commence in the fall of 1991 at the Saint John campus of the New Brunswick Community College. It was to be a one-shot, two year program (intake of 15, cost per student **$10,000/year**), entirely funded by Employment & Immigration Canada under its "Direct Purchase Plan". The program floundered due to a lack of qualified instructional staff. An attempt will be made to re-start the program in 1992.

STATISTICS REGARDING THE INCOME POTENTIAL OF VISUAL SIGN LANGUAGE INTERPRETERS

ATLANTIC CANADA

FT Salary Range - $7,200 - 27,000 FT Average - $17,413
Average Earnings per Hour - $19.31
PT Salary Range - $ 225 - 11,000 PT Average - $4,745

Full Time Salary Range of Trained Interpreters Working in a Related Field - $22,000 - 24,000 FT Average - $23,333

Source: Schwenker & Associates. Survey of Visual Sign Language Interpreters in Atlantic Canada. (np: Halifax, 1991)

ATLANTIC CANADA - PROSPECTIVE EMPLOYMENT

Secondary Level Educational Assistant/Interpreter:
185-195 days @ $90/day - Range is $16,600 - 17,550

Post Secondary - University Level Interpreting:
26 wks x 20 hrs/wk @ $15-20/hr - Range is $ 7,800 - 10,400

Post Secondary - College Level Interpreting:
43 wks x 20 hrs/wk @ $15-20/hr - Range is $12,900 - 17 200

Note: Figures supplied by APSEA-APRCHI and Advanced Education & Job Training, Vocational Rehabilitation Division. Note that university interpreting is essentially a part time job. There is the potential to work summer terms, work as a tutor (if qualified) or work additional SDHHNS assignments.

OTHER 1991 CANADIAN STATISTICS

Average Canadian Interpreter Income - $14, 545 (1988)

Graduate of Sheridan College 3 Year Program: Range - $24-35,000

Graduate of St. Clair College 3 Year Program:Range - $21-32,432
Average - $28,703

Graduate of Vancouver College 13 mo Program: Range - $17-18,000

British Columbia Secondary Educational Assistant/Interpreter
Range - $14,400 - 18,900 Average - $17,145

Note: These statistics are referenced elsewhere in this report.

Another interpreter responded:

> "If you cease to learn, you quickly become obsolete as an interpreter."

There are three other issues which foster the case for skills upgrading of existing interpreters. Feedback from the focus groups of deaf consumers identified a hesitancy to utilize those interpreters whom they did not trust due to a lack of skills (and in some cases, due to a perceived lack of professionalism).

While this concern over skills levels was expressed in general, it was also singled out regarding reticence to utilize many existing interpreters in specialized situations such as; counselling, complex medical circumstances and in legal matters.

The other two issues have to do with the level of professional certification attained by Atlantic provinces interpreters. The Association of Visual Sign Language Interpreters of Canada has recently instituted a national certification - The Canadian Evaluation System (CES). None of the interpreters in the region who have attempted the certification have passed it.

There is also a lack of interpreters with Secretary of State certification (which is a lesser level of competence than the CES). This severely limits the access of the Deaf community to the services of the federal government.

Results & Recommendations

Based on the foregoing analysis, a two year interpreter training program in Nova Scotia is seen as the best method of meeting the needs of the deaf community. In addition, there is a need to establish ongoing training for existing professionals in the field and improve the general level of interpreting skills in the Atlantic provinces.

With respect to the first matter, Schwenker & Associates recommends:

> **That the Task Force move posthaste to cause the establishment of a two year visual language training program for the Province of Nova Scotia, based in a community college, near to the largest Deaf population in the region (Halifax).**

Given the demand projections established by this report (and the current era of Atlantic cooperation), it may be worthwhile to include participation from all Atlantic provinces. Therefore:

> **The Task Force should move to investigate the possibility of a regional solution, with active participation from all four provincial governments. But, such search for cooperation should not preclude immediate action on the first recommendation.**

Some additional issues need to be addressed and taken into consideration by the Task Force with respect to the first two recommendations:

There should be broad based involvement in establishing the training program. Representation should include: the Deaf Community, Deaf service agencies, the NS Department of Advanced Education & Job Training,(and the complimentary Departments in NFLD, PEI and NB, if possible), APSEA and Canada Employment.

Numbers of students could be addressed in the pre-operational phase of the program design and implementation. A suggested number would be 15. Given established demand, this should be an annual intake for the next five years.

Funding should be sought from the Provincial government (in cooperation with the other provinces, if possible) and Employment and Immigration Canada. The latter could made a federal contribution in the form of direct training purchase of perhaps up to 50% of the program seats.

As a minimum, prerequisites for program entry should include; fluency in ASL Level III, Grade 12 with at least academic English, and first year university level courses in linguistics and cultural anthropology (or cross cultural studies of some kind).

The 2 year program should follow an appropriate in-depth curriculum based on a valid cognitive process of interpreting.

Since the primary demand in the region is for educational assistant/interpreters, a 3 month post graduate program should be developed to prepare qualified interpreters for such employment in both secondary and post secondary positions.

With respect to the upgrading needs of the existing body of sign language interpreters in Atlantic Canada, Schwenker & Associates recommends the following:

> **That the Task Force encourage the appropriate service organizations for the Deaf in Nova Scotia and in the Atlantic Region to establish an appropriate, ongoing program of professional development and skills upgrading, and**
> **Further that ways and means be found to sponsor existing interpreters in advanced post secondary level certification or interpreter training graduate courses in either Canada or the Eastern United States.**

Specific upgrading courses which were identified in the regional survey conducted by Schwenker & Associates include:

1. Intensive training in ASL and ASL receptive skills.

2. English writing and communication skills, sign to voice platform interpreting, general advanced interpretation skills, MSL and PSE [and LSQ] language acquisition.

3. Self Development skills training such as; assertiveness, self confidence and self esteem, voice control, and stress management.

4. Consumer oriented skills training such as; drug and alcohol abuse and AIDS.

5. Advanced specific setting/consumer training such as; mental health, legal, medical, educational, educationally or socially delayed consumers, and counselling.

6. Professional Development skills training such as; ethics and professionalism.

The manner in which such training should take place was also suggested in the survey responses, including; practice sessions with deaf consumers, tag along sessions with mentor interpreters, or other forms of mentoring, weekend workshops, evening courses, conferences with other interpreters from across the country, and more interaction between local interpreters.

There was also a request to consider the location of such courses so that interpreters outside the main metropolitan areas could participate.

In addition, for both the immediate future graduates of the training program and for existing interpreters, there should be an investigation of funding (perhaps Canada Employment) for a practicum of some sort, for up to one year.[13]

Regarding the second recommendation, it would be well worth the cost to Nova Scotia, (or the combined Atlantic provinces) to sponsor 1 to 5 students a year or every two years for the next 5-10 years in a degree granting program. The quality of interpreting on the East Coast would be raised immeasurably when the graduates returned home to work.

Two specific possibilities are based on the research undertaken for this report. One is the new two-year graduate program at Douglas Community College in Westminster, BC. The other is the University in Boston Massachusetts (see next page).

In discussions with the coordinator of DCC, it was suggested that the ITP could accomodate a number of students from the Atlantic region. The charge to the student (or sponsoring body) would be pro-rated with respect to the additional teaching resources necessary to maintain academic integrity (i.e. existing student teacher ratios) commensurate with expanded program participant numbers.

The ITP at Douglas Community College has been specifically designed to upgrade and polish interpreter skills at a graduate level. It is directly linked to the ITP at Vancouver Community College through a joint Program Advisory Board. A Flow Chart showing the relation between the two colleges as well as a potential VLI career path can be found on the next to following page.

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[13] The Ontario Interpreter Service runs such an apprenticeship program. General details of the program can be found in Volume 2 of this Report, Appendix XII. Further details could be obtained directly from the OIS. (See contacts list, Appendix B.)

Northeastern University

Associate Professor and Director
American Sign Language Program

The College of Arts and Sciences at Northeastern University has an opening for a tenure-track or tenured Associate Professor and Director of the American Sign Language Program.

The ASL Program, founded in 1974 by Professor Harlan Lane, is now one of the leading programs of its type, offering courses in ASL language, Deaf history, Deaf culture, interpreter education, and teacher training. The Program Director will guide the program in a new phase of development leading to an expansion of its role in interpreter education, and research and instruction in ASL language and culture.

Candidates should have the PhD degree in disciplines related to Deaf studies such as linguistics, psychology, anthropology and sociology. The candidate should be fluent in ASL and have substantial knowledge of Deaf culture. Appropriate administrative experience is desirable.

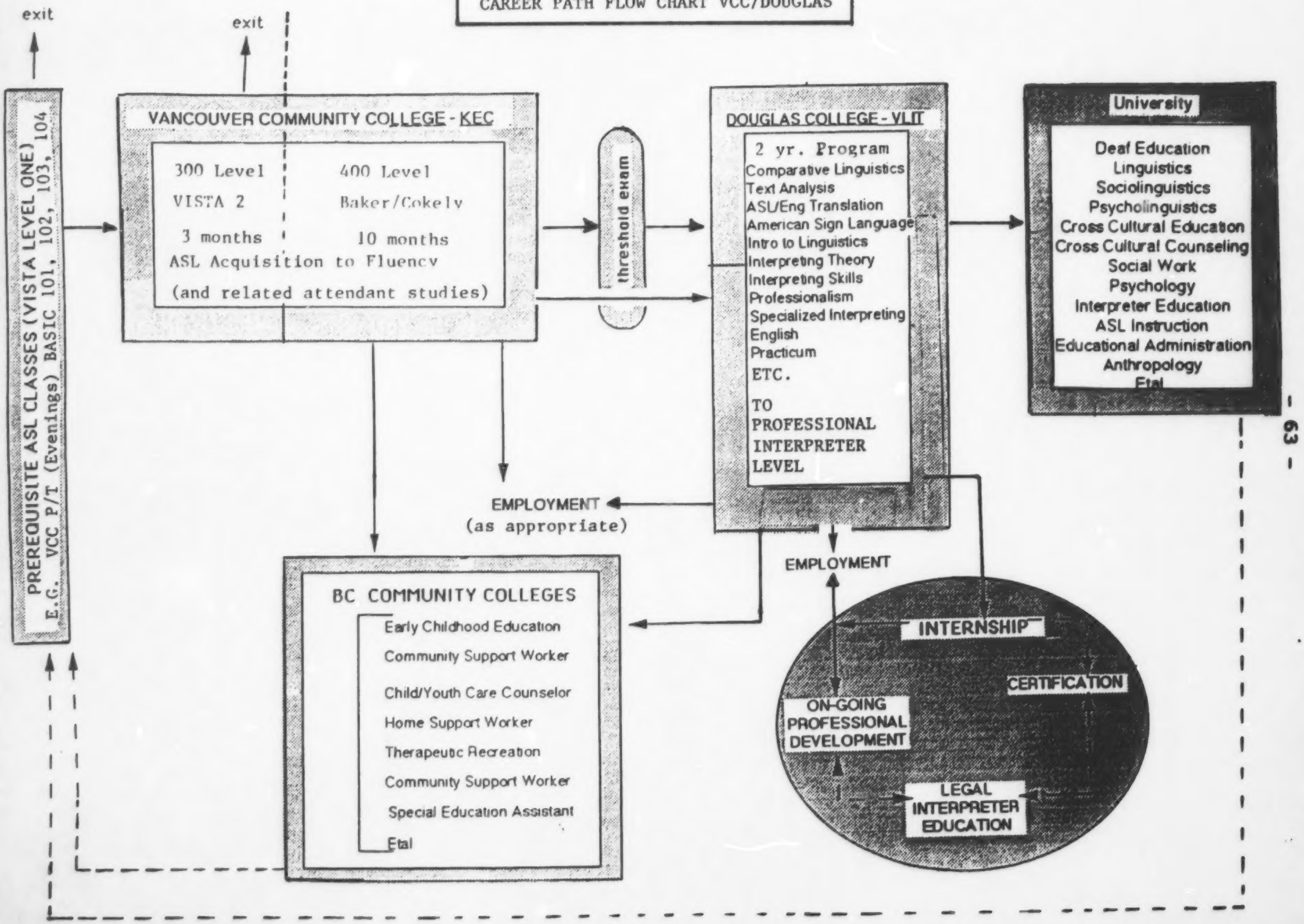
The Program Director will provide intellectual leadership, including the development of scholarly research, will plan and implement program development, direct the day to day management of the program, administer its budget, and teach in the program.

Salary is negotiable.
Deaf candidates are particularly encouraged to apply.
Candidates should send a curriculum vitae and three letters of reference to:

Holbrook C. Robinson, Chair
Department of Modern Languages
367 Holmes Hall
Northeastern University
Boston, Massachusetts 02115

Northeastern University is an affirmative action, equal opportunity, title IX, educational institution and employer.

CAREER PATH FLOW CHART VCC/DOUGLAS


exit
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PREREQUISITE ASL CLASSES (VISTA LEVEL ONE)
E.G. VCC P/T (Evenings) BASIC 101, 102, 103, 104
VANCOUVER COMMUNITY COLLEGE - KEC
300 Level
VISTA 2
3 months
400 Level
Baker/Cokely
10 months
ASL Acquisition to Fluency
(and related attendant studies)
threshold exam
DOUGLAS COLLEGE - VLIT
2 yr. Program
Comparative Linguistics
Text Analysis
ASL/Eng Translation
American Sign Language
Intro to Linguistics
Interpreting Theory
Interpreting Skills
Professionalism
Specialized Interpreting
English
Practicum
ETC.
TO PROFESSIONAL INTERPRETER LEVEL
University
Deaf Education
Linguistics
Sociolinguistics
Psycholinguistics
Cross Cultural Education
Cross Cultural Counseling
Social Work
Psychology
Interpreter Education
ASL Instruction
Educational Administration
Anthropology
Etal
EMPLOYMENT
(as appropriate)
EMPLOYMENT
BC COMMUNITY COLLEGES
Early Childhood Education
Community Support Worker
Child/Youth Care Counselor
Home Support Worker
Therapeutic Recreation
Community Support Worker
Special Education Assistant
Etal
INTERNSHIP
CERTIFICATION
ON-GOING PROFESSIONAL DEVELOPMENT
LEGAL INTERPRETER EDUCATION

E4. Identify legislative change which would enhance the utilization of visual language interpreters.

Analysis

On December 6, 1988, the Manitoba House of Assembly passed a motion recognizing Deaf culture and American Sign Language as the language of the Deaf in Manitoba. The following is excerpted from the legislative record on that historic date:

> "American Sign Language was established in 1817 by Thomas Gallaudet. Dr. Gallaudet knew then, as we do now, that every language has a special relationship with the groups of people who use that language. The language reflects who those people are, what they value, and how they think about themselves and the world around them. Some scholars even refer to a language as the soul of the community of people who live with and use that language.
>
> "Among the basic values of the deaf community is its sign language, ASL. One very concrete way in which a person demonstrates acceptance and support for the values and goals of the deaf community is by showing respect for and acceptance of ASL. Deaf people, the hard of hearing, and many hearing people are becoming increasingly aware of the impressive heritage and culture of deaf society....
>
> "[ASL] is intrinsic to the understanding of deafness ...for it is the distinctive language, values, customs, history and experience of deaf people. In short [it] has created this distinct and vibrant culture of the deaf community."[14]

As a result of the passage of legislation, Manitoba's service agency, "The Interpreter Referral Service" has been funded to expand its services in legal, medical and employment settings, and in provision of service when interacting with the provincial government.

Results and Recommendations

Based on its research, Schwenker and Associates recommends:

> **That the Task Force urge the Provincial House of Assembly to adopt the following resolution:**

---

[14] See full debate record in Volume II, Appendix XIII.

WHEREAS Canada takes pride in its cultural mosaic and officially endorses the policy of multiculturalism; and

WHEREAS deaf Nova Scotians view themselves as a distinct community with their own language, customs and values; and

WHEREAS American Sign Language (ASL) is distinctive, with its own grammar and rules of usage, thereby making it the true and complete first language of deaf Nova Scotians; and

WHEREAS deaf Nova Scotians are entitled to the full advantages and privileges of citizenship.

THEREFORE BE IT RESOLVED that the House of Assembly of Nova Scotia recognise the cultural uniqueness of deaf Nova Scotians by recognizing American Sign Language as the language of the deaf in Nova Scotia.

E5. Identify policy developments which would enhance the utilization of visual language interpreters.

Analysis

This section draws together and analyzes the information provided by; i) the deaf community; ii) the cross Canada study of policy; iii) the barriers to employment and education; and iv) the provincial government survey. This analysis will provide the background rational for the series of recommendations to the Task Force which follow.

Deaf Community Needs

Through the focus groups of the deaf there were a number of issues raised which reflect the need for policy development in Nova Scotia relating to interpreter service access. The deaf are not asking for special treatment, but rather are standing on their rights as citizens for equality of opportunity. Their needs reflect the historic responsibility of and avowed aims of Canadian polity - to "level the playing field" for all members of society.

The needs of the deaf community with respect to accessing interpreter services are summarized in the following key issues:

1) There is an ongoing need for interpreters in education. At the same time, the deaf lack assess to continuing education courses - associated with employment-related upgrading and other general improvement courses.

2) The deaf want to become employed and not be dependent on hearing people. Once in a job, they require interpreters in order to be allowed to participate fully in the workplace, and have access to the same oportunities for training and potential advancement.

3) The deaf are concerned about access to interpreters in emergency situations, both legal and medical.

4) The deaf require interpreters to access government services.

5) The deaf, outside of those two metropolitan area where there is established interpreter service in Nova Scotia, are "getting short end of stick" - on all accounts.

Cross Canada Policies

As noted in Section B (and fully explored in Volume 2 of this Report), there is a growing movement across the country to recognize the needs, and indeed the rights of the deaf to access interpreters, as an equality of opportunity issue.

At the national level, there is a well established policy to provide interpreters in any interface with the federal government and its services. As well, the Canadian Disability Rights Council is developng legislative reforms which will bring federal law in line with the equality guarantees of the Canadian Charter of Rights and Freedoms.

There is also a growing concensus of policies in various provincial jurisdictions which affirm the right of deaf citizens to have paid access interpreter services in the following five areas: i) in education, ii) in legal situations, iii) in medical situations, iii) in accessing employment opportunities (eg. job interviews), and v) in any interface with government and its services.

Education & Employment

The barriers to education and employment can be overcome with access to interpreters. Without access to interpreters in education, the deaf do not have equal opportunity to learn. Without education the deaf cannot have equal opportunity to compete for employment. Once employed, interpreters are crucial to their equal opportunity to communicate and advance in the workplace.

To date in Nova Scotia, there have been several initiatives which are positive movements on the education front. APSEA is the only regional body in the country which is responsible for education of the deaf from birth to age 21. Its recent policy to introduce educational assistant/interpreters for deaf students being integrated into regular classrooms will have far reaching effects to improve the opportunities for educational attainment by the deaf at the secondary level.

Under the federal/provincial VRDP agreement, access to educational interpreters at the post secondary level has been provincial policy for almost ten years. The program expenditures in this area have increased twenty times since 1983, and will steadily increase in the next decade, in part due to the new secondary level opportunities discussed above.

However, there is still no access to interpreters for the majority of the older deaf population who need to upgrade their skills on a continuing basis. Access to interpreters for continuing education would be a further positive initiative for Nova Scotia to move on.

In the area of employment, little has been done to provide equality of opportunity for the deaf to fully participate and advance in the workplace, especially in the private sector. Some of this is related to educational attainment. Some is due to attitudinal and cultural misunderstanding of the communication needs of the deaf. And some is due to the lack of government policy which would support the provision of interpreter services in the private sector.

In response to the survey of the private sector, seventy two percent of those surveyed would participate in a cost sharing program to hire/train deaf employees and use interpreter services for such employees. It should also be noted that 23 of 53 private sector organizations surveyed fall under federal employment equity legislation and policies.

Some firms currently have deaf employees and provide interpreter services to some extent. However, any of those firms outside of metro cannot easily access interpreters. As well, in this peroid of increasing international competitiveness, the additional cost of providing adequate interpreter service to a deaf worker (for workplace communication and training) essentially penalizes a company.

This clearly provides an opportunity for progressive government policy to level the playing field for such employers to provide adequate service to existing and potential deaf employees. Additional policy could ensure access to interpreters in those areas outside of metro Halifax and Sydney. Further, there could be government intervention to provide the deaf with an equal opportunity to gain employment in the first place.

Clearly such policies would affect demand for interpreters.[15] First, it would create demand by providing opportunity for existing deaf employees to obtain adequate interpreter service (including those with little access outside of Halifax and Sydney). Second, it would create new demand from the potential new deaf employees.[16]

There are also very compelling fiscal incentives for the two levels of government to develop cost sharing programs with the private sector.

Based on information provided by the provincial Department of Community Services, the average cost for one disabled person on welfare is $407/month, with an average length of stay on welfare of all disabled persons collecting welfare is 76 months. This represents a cost to the province of $30,932.

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[15] Based on the survey conducted by Schwenker & Associates, the participating companies estimated interpreter demand at an average of 66.6 hours per deaf employee. This included; requirements for staff meetings, performance reviews, interviews, interface with clients of the firm or the public, and training.

[16] If each of the 38 companies which indicated a willingness to participate in a cost sharing program were to be offered an opportunity to access an employment-ready deaf person, the potential employment created would be 38 jobs. Those 38 jobs would create an additional interpreter services demand of over 2500 hours per year.

A similar case could be made at the federal level with respect to the social cost benefit of providing interpreter services to encourage opportunities and enhance existing employment of the deaf.

Based on feedback from the deaf community, the deaf are often employed in term positions - positions which last long enough to qualify for Unemployment Insurance. This creates a dynamic of short term employment, followed by a period of UI collection, followed by a term job. In addition, these term positions are sometimes created or partially funded by Canada Employment.

This scenario would seem to be born out by the chart below. Most relevant is the employment status statistic relating to those who "have just left employment".

STATISTICS CANADA FIGURES ON HEARING IMPAIRED INDIVIDUALS
LABOUR MARKET ACTIVITIES OF DISABLED PERSONS IN CANADA

Percentage of disabled persons aged 15 to 34 (excluding full time students) in various categories of labour market activity by nature of disability.

EMPLOYMENT STATUS	HEARING IMPAIRED	MOBILITY IMPAIRED	VISUALLY IMPAIRED
Working Full Time	62.3	48.6	38.2
Working Part Time	9.7	6.4	****
Unemployed	9.1	11.3	****
Recently Left Employ.	15.3	22.8	23.3
Never Employed	6.4	8.1	18.4

Note: **** Indicates that the figure was unavailable.

Source: Statistics Canada. Health and Activity Limitation Survey Highlights: Disabled Persons in Canada. (Ottawa: Government of Canada, 1983/4).

The bottom line of the foregoing discussion of welfare and unemployment costs is clear. It is more cost effective to upgrade the skills of the deaf and create equal opportunity for permanent employment. Further, it is also cost effective to provide the deaf with adequate interpreter services in the workplace to ensure them equal opportunity for ongoing permanent employment.

Provincial Policy

Nova Scotia currently has a patchwork of policies which support access to interpreter services by the deaf.[17] Based on an analysis of current policies, the provincial Human Rights code and the results of the provincial survey it has been concluded that there is a need to rationalize the patchwork of policies in place - to develop a comprehensive policy for the province regarding interpreter services, and provide for its administration.

Under the VRDP agreement, interpreter service is provided to the deaf through Social Services and Advanced Education in a number of areas. It also covers Residential Tenancies Board hearings under Consumer Affairs.

At this time the Civil Service Commission will provide interpreters for employment interviews with deaf persons seeking employment with the province. The Commission also administers the "training Program for Persons with Disabilities" which provides training and work orientation within the government. Once working within the government, "departments with hearing impaired employees have provided interpreters for staff meetings, training programs and performance appraisals". However, no formal policy is in place to mandate such service provision.

It is the policy of the Department of Health that interpreter serivces for deaf patients are considered as insured hospital services. Hospitals are encouraged to maintain lists of "qualified interpreters" in all areas of the province. (This is problematic in most areas of the province as discussed elsewhere.) There is, however, no policy provision covering interpreter services for a deaf patient's visit to a physician's office. This should be covered under MSI.

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[17] Documentation of the formal and informal policies in place within the provincial government are documented in Appendix II, in Volume II of this Report to the Task Force. Volume II is entitled "Special Report on Legislation and Policy Affecting Visual Language Interpreter Services in Canada".

Access to interpreters under the administration of law (Solicitor General) and justice (Attorney General) is ostensibly covered by the Canadian Constitution - for court appearances. However, policies regarding deaf rights to have interpreter services paid for in any interaction with their lawyers is unclear. How can justice be served if the deaf client does not have an interpreter leading up to a court appearance?

Perhaps the strongest rationale for developing a province wide policy statement on interpreter services come from a House resolution respecting education and the province's own Human Rights Code.

In May 1989, the provincial House of Assembly passed a resolution which stated the province's "commitment to educational opportunites for the deaf and hearing impaired using all appropriate means of sign language and communication".

The Human Rights Act states that: "No person shall, in respect of the provision of, or access to services or facilities, discriminate against an individual or class of individuals on account of physical disability."[18]

With respect to administering any provincial service provision, the results of the provincial survey are useful. (The surveys were sent to all Deputy Ministers, and heads of provincial agencies, commissions and boards.) Three relevant questions were asked and answered as follows:

> With respect to a central agency to coordinate provision of services and technical aids for the disabled, 62% of the respondents felt there should be such an agency.
>
> With respect to a central, global budget to cover the cost of providing interpreter service (and other services to the disabled) 69% felt there should be such a central budget.

---

[18] Interestingly, there has been a test case regarding "access to services" in Vancouver under a similar section of the BC Human Rights Code. As a result, the Vancouver School Board opted to provide sign language interpreters to deaf persons wishing to enrol in continuing education courses. The new Board policy suggested that the written request be made at least two weeks before classes in order to find the best available interpreter.

> With respect to which agency should coordinate such services and budget: 40% wanted the Civil Service Commission, 36% wanted Government Services and 8% wanted the Disabled Persons Commission.

In addition the following comments regarding provincial interpreter service provision were also drawn from the responses to the provincial survey:

> "There is a shortage of qualified interpreters in the province"
>
> "The deaf community must become more aware of services offered through government and be encouraged to use them."
>
> "Programs must be readily available to encourage individuals to become involved in sign language courses."
>
> "Any coordinating body for a centralized service must be simple and workable, and not create a bureaucratic roadblock to serving the needs of disabled persons."

In concluding this section, it is apparent from the analysis that there is a need to make appropriate changes to the current plethora of individual department and situation-based policies governing the provision of interpreter services in Nova Scotia.

It is important to recognize that the program policies would have to be carefully designed and promoted to avoid unrealistic expectations. Understandably, the province cannot handle all the potential communication needs of the deaf community, but must move to respect the deaf community's request for equality of opportunity and access.

At the same time, there is a need to develop policies and or programs in conjunction with the federal government and the private sector which would serve the needs of the deaf in private sector employment.

Results and Recommendations

Based on the foregoing analysis, Schwenker & Associates recommends that the Task Force investigate the ways and means to ensure the implementation of the following:

> **That the Province replace its current patchwork of policies respecting provision of interpreter services to the Deaf; and that a new comprehensive policy be created on the basis of equality of opportunity and access for the Deaf in the following areas: i) education ii) medical, iii) legal, iv) employment and v) interaction with any government department, agency, board or commission.**

It is fairly clear that the Task Force will have to determine the exact breadth and width of services to be provided under the policy recommended above in order to provide the government with a clear program to be funded. The information provided in the forgoing section and elsewhere in this report (and its accompanying volume should provide the necessary insights for such a task.

One specific idea with respect to education has to do with funding of interpreters for continuing education courses. The need has been identified by the deaf community and by the Dartmouth District Continuing Education Department (On the latter, see Appendix G.) As noted elsewhere, there is precedent in Canada for such funding as a result of a challenge under the Human Rights Act.

Some of the costs involved in providing interpreters for continuing education could be offset if CEIC adopted a policy to recognize certain continuing education courses as employment-related upgrading and paid for the interpreter for such training. A similar cost offset could be realized through the VRDP agreement (50% federal cost sharing), by recognizing that continuing education courses offer education and other basic skills upgrading.

With a clear new policy in place, the province will need to establish a method of implementing program funding to fulfil its responsibilities, therefore it is recommended:

> **That the Province establish a global provincial government budget for the provision of funding for interpreter services under the above policy and that such budet be overseen by one central government agency.**

This is similar to the federal system overseen by the Secretary of State. All federal departments can simply make a single phone call requesting interpreter services. In Nova Scotia, perhaps only the global budget need be established (see additional major recommendation on what should be covered in the budget below) and the SDHHNS be called on to provide the service. This would simplify administration. In any case, attention must be paid to the quality of service provided and the following is recommended:

> **That, to ensure quality of interpreter services, the SDHHNS be recognised as the appropriate service agency of the deaf with which to contract Visual Language Interpreters.**

Figures on what the provincial government currently expends on interpreter services have been identified in Section A5. Determining a global budget into the future, would require additional investigation and involves consideration of the next recommendation. However, it could be set up similar to any demand driven, universal program, such as medical services or the existing federal Secretary of State program.

It has been documented that interpreter service outside of the current metropolitan areas serviced by the SDHHNS are inadequate. The needs of the deaf in such remote areas are the same, and potential demand, from the private sector and in serving the public sector requirements have been documented in this report. Therefore, it is recommended:

> **That the global budget be allocated enough additional funding establish five (5) full time staff positions with the SDHHNS to be located equitably around the province as follows: 1 in Cape Breton (in addition to the existing position in Sydney, perhaps Port Hawkesbury), 1 in the Northern Region (perhaps Truro), 1 on the South Shore (perhaps Bridgewater), 1 in the Annapolis Valley (perhaps Kentville), and 1 to service Digby, Yarmouth and Shelbourne Counties (perhaps based in Yarmouth).**

Interpreters based in the suggested outlying areas would be useful for a number of roles - accessing government services (both provincial and federal), meeting the general needs of the dispersed deaf community, serving needs in the area of education and in meeting private sector needs.

It is proposed that the interpreters be hired to serve as staff interpreters with the SDHHNS, with a minimum base salary. Such salary to be funded by the suggested provincial global budget. At the same time, these interpreters would provide their services to all constituents on a cost recovery basis.

In other words, the interpreters would generate fees through provision of services covered by the provincial policy and and other external resources - eg. private sector (perhaps cost shared with federal government), the VRDP, SDHHNS (which currently covers "non-billables"), the federal government (through Secretary of State funding), even local governments and other agencies, such as APSEA-APRCHI.

With respect to the equality of opportunity to access interpreters in the private sector, there are two key recommendations stated below:

> **That the Task Force investigate with Canada Employment existing or new programs which would cost share with the private sector, the provision of adequate interpreter services to deaf employees in the private sector, and**
>
> **Further, that the Task Force investigate the establishment of a 3 year, federally funded, or joint federal/provincial Deaf employment initiative to provide opportunities for meaningful, full time employment in the private sector.**

As noted in the analysis, the private sector has indicated a willingness to integrate the deaf into their workforce. These initiatives will reinforce that willingness, will ensure the provision of sign language interpreters to deaf employees and assist the deaf with their integration and full participation in the work force.

The cost per participant in similar CEIC funded projects (eg. SED) runs about $5,000 for a six month program. This is much less that cost to society of a deaf person on welfare or unemployment insurance.

Finally, it will be necessary to promote the provincial government's new policies on access to interpreter services. Hence it is recommended:

> **That the provincial government undertake an awareness campaign to promote its policies regarding provision of interpreter services for the deaf, and**
>
> **Further, that a general awareness policy be implemented to discuss the communications needs of the deaf and promote the idea of employees taking ASL courses, especially in agencies, departments or firms where there is regular interface with the deaf public or with fellow deaf employees.**

CONCLUSION

This report has been written to provide the Task Force Investigating the Need for a Visual Language Interpreter Training Program in Nova Scotia with solid research and analysis to assist in its assignment. As this report demonstrates, Schwenker & Associates has been very thorough in undertaking the consulting assignment for the Task Force.

Based on an analysis of the findings, there is sufficient evidence to support the establishment of an interpreter training program in Nova Scotia. In fact, the demand which has been identified in Nova Scotia and Atlantic Canada cannot be met without a locally based interpreter training program. Hence, the Task Force is urged to move quickly in this area.

The research has also raised quite a number of other issues and revealed information and opportunities which should spur further action by the Task Force, private and government sectors and service agencies for the Deaf in this province.

APPENDIX A

Parameters of the Research Study

Contains:

*Initial Request for Proposal - Research Requirements

*Prioritized List of Research Requirements

TASK FORCE

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM

RESEARCH REQUIREMENTS

The development of a planned, strategic approach to the provision of visual language interpreter services to persons who are deaf, hard of hearing, or who require service in Nova Scotia is the underlying and basic objective of this research project. It is necessary to understand the demand (both existing and potential) for such a service, the cultural and legislative impact that such a program would have, and the employment opportunities for both sign language interpreters and the training and employment opportunities which would be created for deaf and hard of hearing Nova Scotians.

The resulting basic knowledge would provide program developers and funding agencies an opportunity to make clear and informed decisions on the level and quality of training required.

The Task Force recognizes the necessity to approach this investigation both in a quantitative manner as well as a qualitative manner. The provision and availability of visual language interpreters to a community of individuals certainly has an impact on their social well being. This must be identified.

RESEARCH REQUIREMENTS

A. BASIC DATA REQUIREMENTS:

1. Identify Sign Language Training or Courses offered at the "Continuing Education" level (in Nova Scotia and Atlantic Canada). What levels and how many hours for each course. Qualifications and experience of Teachers (both deaf and hearing).

2. Determine the attrition rate of Interpreters (Nova Scotia, Atlantic Provinces and Canada).

3. Identify the number of deaf persons who would benefit if visual language interpreters were trained and available (Nova Scotia and Atlantic Canada).

4. Identify the agencies, organizations and government departments which would utilize visual language interpreters (in Nova Scotia and Atlantic Canada).

5. Identify the cost to the provincial government in the provision of visual language interpreters for employees, prospective employees and the general public.

6. Identify what is being done across Canada to support visual language training.

7. Determine training levels of Visual Sign Language Interpreters in Nova Scotia and Atlantic Canada. Degree of training, certification, etc.. Do they require more training (advanced training)?

8.. Investigate opportunities available to utilize technology available to provide or implement visual sign language interpreting.

B. LEGISLATIVE AND POLICY FRAMEWORK:

1. Identify the legal rights of individuals requesting visual language interpreter service.

2. Identify the public service responsibility to provide visual language interpreters.

3. Identify legislation that may be utilized or enhanced to promote and enhance the utilization of visual sign language interpreters.

4. Identify policies, legislation and funding provided in other Canadian provinces for the provision of sign language interpreters.

5. Identify legislation in other provinces which recognize "deaf culture" and identify the effect of this legislation on the provision and utilization of sign language interpreters.

C. QUALITATIVE INFORMATION:

1. Measure the satisfaction level of persons who utilize visual language interpreters across Nova Scotia. Emphasis should be placed on measuring quality of services provided.

2. Identify the effect that qualified and available interpreters have on the self esteem, integration and overall well-being of persons who are deaf.

D. BARRIER ANALYSIS:

1. Identify the attitudinal and cultural barriers which may be held by persons who are in positions to utilize visual sign language interpreters. Do these attitudes impact on the demand to provide visual language interpreters for clients, general public, etc.

2. Identify the barriers to employment and education for persons who require visual sign language interpreters.

3. Identify whether there is/is not a higher level of participation by persons who need sign language interpretation in post-secondary training and employment when there are established visual language interpreter programs.

E. RESULTS AND ANALYSIS:

1. Identify the number of visual language interpreters required (for Nova Scotia and Atlantic Canada).

2. Identify employment opportunities in Nova Scotia as a visual language interpreter.

3. Identify the best method of implementing a training program that responds to the needs of the deaf community.

4. Identify legislative change which would enhance the utilization of visual language interpreters.

5. Identify policy developments which would enhance the utilization of visual language interpreters.

6. Determine the cost/benefit of utilizing technology for providing service for training of visual language interpreters and/or provision of a means of communication for those whose language and culture is related to sign language.

The following is a list as prioritized by task force members ("A" being high priority and "B" being low priority):

Basic Data Requirements: Level "A"

1. Determine the attrition rate and the cause of attrition of interpreters (Nova Scotia, Atlantic Provinces and Canada)

2. Identify the number of deaf persons who would benefit if visual language interpreters were trained and available (Nova Scotia and Atlantic Canada)

3. Identify the agencies, organizations and government departments which would utilize visual language interpreters (Nova Scotia and Atlantic Canada). Identify the cost the provincial government in the provision of visual language interpreters for employees, prospective employees and the general public.

4. Identify what is being done across Canada to support visual language training.

5. Determine training levels of Visual Sign Language Interpreters in Nova Scotia and Atlantic Canada. Degree of training, certification, etc. Do they require more training (advanced training)?

Basic Data Requirements: Level "B"

1. Identify Sign Language Training or Courses offered at the "Continuing Education" level (in Nova Scotia and Atlantic Canada). What levels and how many hours for each course. Qualifications and experience of teachers (deaf and hearing).

Legislative and Policy Framework: Level "A"

1. Identify the legal rights of individuals requesting visual language interpreter service. Identify the public service responsibility to provide visual language interpreters.

2. Identify legislation that may be utilized or enhanced to promote and enhance the utilization of visual sign language interpreters.

3. Identify policies, legislation and funding provided in other Canadian provinces for the provision of sign language interpreters.

4. Identify legislation in other provinces which recognize "deaf culture" and ASL and identify the effect of this legislation on the provision and utilization of sign

language interpreters.

Qualitative Information: Level "A"

1. Measure the satisfaction level of persons who utilize visual language interpreters across Nova Scotia. Emphasis should be placed on measuring quality of services provided.

2. Identify the effect that qualified and available interpreters have on the self esteem, integration and overall well-being of persons who are deaf.

Barrier Analysis: Level "A"

1. Identify the attitudinal and cultural barriers which may be held by persons who are in positions to utilize visual sign language interpreters. Do these attitudes impact on the demand to provide visual language interpreters for clients, general public, etc.?

2. Identify the barriers to employment and education for persons who require visual sign language interpreters.

3. Identify whether there is or is not a high level of participation by persons who need sign language interpretation in post-secondary training and employment when there are established visual language interpreter program.

Results and analysis: Level "A"

1. Identify the number of visual language interpreters required (Nova Scotia and Atlantic Canada)

2. Identify employment opportunities in Nova Scotia and Atlantic Canada as a visual language interpreter

3. Identify the best method of implementing a training programs and sources of funding that responds to the needs of the deaf community

4. Identify legislative change which would enhance the utilization of visual language interpreters.

APPENDIX B

Research Study Master Contacts List

Contains:

*Master Contacts List with 7 Appendices
(For complete contents listing, see Directory, p. 2)

APPENDIX B - CONTENTS

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH
MASTER CONTACTS LIST

Prepared for the
Task Force Investigating the Need
for a Visual Sign Language Interpreter Program
for Nova Scotia

February 1992

SCHWENKER & ASSOCIATES

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH

MASTER CONTACTS LIST

DIRECTORY

Members of the NS VLITP Task Force 3

Target Group Representatives
- National 5
- Atlantic 7
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Appendix 4	List of School Boards & Others Surveyed Regarding ASL [Continuing Education] Courses
Appendix 5	Visual Language Interpreters - Atlantic Canada
Appendix 6	Directory of American National Organizations
Appendix 7	American Programs for Training Interpreters (1989)

NOTE: An attempt has been made to identify deaf persons [D] in this directory whenever possible. Apologies for any errors.

Members of the NS VLITP Task Force

Chair - Charles MacDonald, DPC

Members - Linda Debaie - SDHHNS
Jim McDermott [D] - SDHHNS
Debbie Johnson - SDHHNS
Ann McRae - CCDNS
Michael Currie - NS, Advanced Education & Job Training
Phyllis Cameron - APSEA-APRCHI
Bruce Hanrahan - CEIC

Addresses:

Charles MacDonald
Executive Director
Nova Scotia Disabled Persons Commission
Suite 203, CCL Group Building
2695 Dutch Village Road
Halifax, NS
B3L 4T9

(902) 424-8280
424-0592 (FAX)

Linda DeBaie
Executive Director
Society of Deaf and Hard of Hearing
Nova Scotians (SDHHNS)
1657 Barrington Street, Suite 101
Halifax, NS
B3J 2A1

(902) 422-7130 (Voice or TDD)
492-3864 (FAX)

Jim McDermott
Interpreter Developer, SDHHNS

Debbie Johnson
Staff Interpreter, SDHHNS

Anne McRae
Executive Director
Coordinating Council on
Deafness in Nova Scotia (CCDNS)
Suite 416, 1657 Barrington Street
Halifax, N.S.
B3J 2A1

(902) 425-0119 TDD and Voice

Michael Currie
Supervisor
Adult Vocational Training School, Cape Breton
Department of Advanced Education and Job Training
Box 1042
Sydney, NS
B1P 6J7

(902) 563-2460

Phyllis Cameron
Director
Atlantic Provinces' Resource Centre for the Hearing Impaired
Atlantic Provinces Special Education Authority
Box 308 [160 Willow Street]
Amherst, NS
B4H 2Z6

(902) 667-3808 (TDD & Voice)

Bruce Hanrahan
Consultant, Worker Services
Employment & Immigration Canada
Nova Scotia Regional Headquarters
Box 1350
Dartmouth, NS
B2Y 4B9

(902) 426-1534
(902) 426-8724 (FAX)

Target Group Representatives & Associations

National

The Association of Visual Language Interpreters of Canada (AVLIC)
Suite 205, 2435 Holly Lane
Ottawa, Ontario
K1V 7P2

Debbie Russell
President, AVLIC
c/0 228 Scenic Glen Place NW
Calgary, Alta
T3L 1K3

(403) 241-9105
282-7006 (FAX)

Jim Roots
Executive Director
The Canadian Association of the Deaf (CAD)
Suite 205, 2435 Holly Lane
Ottawa, Ontario
K1V 7P2

(613) 526-4785

Len Mitchell [D]
President, CAD
602-77 Edmonton Street
Winnipeg, Man
R3C 4HZ

(204) 945-8934 (w)
945-5792 (h)
945-12229 (FAX)

Terry Janzen
President
Canadian Association of Educators of Visual Language Interpreters
106 Macray Avenue
Winnepeg Man
R2W 0Z3

(204) 632-2467 (h)
589-4990 (w)

Charmaine Muise
Director
Canadian Cultural Society for the Deaf
#144, 11337 - 61st Avenue
Edmonton, Alberta
T6H 1M3

(403) 436-2599

Yvette Kerlack
Executive Director
Canadian Deaf and Hard of Hearing Forum
Suite 205, 2435 Holly Lane
Ottawa, Ontario
K1V 7P2

(613) 526-4867

Dr. David Mason
President, Canadian Deaf and Hard of Hearing Forum
Chair - Interpreter Task Force
Professor, Faculty of Education
York University
Toronto, On

(416) 736-2100 ext.38781 (w)
736-5609 (FAX)
726-5968 (h)

Kathryn Woodcock [D]
Executive Member
Canadian Deafened Persons' Association
224 Dufferin Avenue
Brantford, On
N3T 4R8

(519) 759-7964 (TDD or FAX)

Angela Straitiy [D]
President
Sign Language Interpreters of Canada
c/o Grant McEwan College
Box 1796
Edmonton, Alta
T5J 2P2

(403) 477-3513 (TDD)
477-0290 (FAX)

Atlantic

Linda DeBaie
Executive Director
Society of Deaf and Hard of Hearing
Nova Scotians (SDHHNS)
1657 Barrington Street, Suite 101
Halifax, NS
B3J 2A1

(902) 422-7130 (Voice or TDD)
492-3864 (FAX)

429-5792 (Interpreter Bookings
Marjorie Turple)

Christian Kyle
Admin. Asst.

Dawn LeBlanc
Community Liaison

Eleanor MacDonald
Employment counsellor

Jim McDermott
Interpreter Developer

Debbie Johnson
Staff Interpreter

Rosalind Boyle
District Manager
Cape Breton Office, SDHHNS
122 Charlotte Street
Sydney, NS
B1P 1C3

(902) 564-0003

Anne McRae
Executive Director
Coordinating Council on Deafness
in Nova Scotia (CCDNS)
Suite 416, 1657 Barrington Street
Halifax, N.S.
B3J 2A1

(902) 425-0119 TDD and Voice

Art Downey
Executive Director
Newfoundland Coordinating
Council on the Deaf (NCCD)
Box 9125, Peet Street
St. John's, Newfoundland
A1A 2X3

(709) 576-4592 Voice
576-4908 TDD (Myles)
576-7501 Fax

Myles Murphy [D]
Interpreter Coordinator

Ellen Flemming
Executive Director
Saint John Hearing Society (SJHS)
680 Ready Street West
Saint John, N.B.
E2M 3S5

(506) 633-0599

Lori Dolomont
Employment Counsellor

Barbara Kelly
Exective Director
Moncton Hearing Impaired Council Inc.
New Brunswick Coordinating Council on Deafness
777 Main Street
Moncton, N.B.
E1C 1E9

(506) 859-6101

The Ecumenical Ministry of the Deaf

Dr. Grandy
Coordinationg Chaplain

Robert Tupper
66 Woodward Cresent
Halifax, N.S.
B3M 1J7

(902) 443-3219 TDD and Voice

Millie Parsons
15 Cherrywood Drive
Dartmouth, N.S.
B2V 3E5

(902) 462-5999 TDD and Voice

Mrs. Donna MacDonald
27 Elmwood Drive
Amherst, N.S.
B4H 2H2

(902) 667-7142

Selma Doucet
25 Braemar Drive
Sydney, N.S.
B1R 1W1

(902) 539-1888   TDD and Voice

Bertha Curtis
Pastoral Worker
Box 3252 Station B
Saint John West, N.B.
E2M 4X8

(506) 672-0516

Rest of Canada

Quebec

Institut Raymond Dewar (Interpreter Referral Service)
3600, Rue Berri
Montreal, Quebec
H2L 4G9

(514) 284-2581

Le CEGEP de Vieux Montreal (Interpreter Referral Service)
B.P. 1444, Succursale N.
Montreal, Quebec
H2X 2M8

(514) 982-3443

Communicaid for Hearing Impaired Persons (CHIP)
and
Montreal Association of Deaf
3500 Decarie Boulevard
Montreal, Quebec
H4A 3J5

(514)	482-0487	TDD
(514)	482-0500	Voice

Ontario

Dennis Morris
Executive Director
The Canadian Hearing Society (CHS)
271 Spadina Road
Toronto, Ontario
M5N 2V3

(Recently Resigned - in position 'til replaced)
23 Offices in Ontario
Head Office

(416)	964-9595	Voice
	964-0023	TDD
	964-2066	Fax

Kathryn Woodcock
President

Judy Waymire
Managing Director
Canadian Hearing Society Foundation
c/o CHS

Jan Miller
Director
Ontario Interpreter Services (OIS)
271 Spadina Road
Toronto, Ontario
M5N 2V3

(416) 964-2528 (TDD)
964-9595 (Voice)
964 2566 (FAX)

Iris Boches
Acting Coordinator
Sign Language Services

Kelly MacKenzie
Administrative Asst.

964-0023 (dir)

Henry Whalen
President
Ontario Association for the Deaf
271 Spadina Road
Toronto, Ontario
M5N 2V3

Lesley Rowe
Connections
342 Bronte Road South
Unit #18
Milton, Ontario
L9T 5B7

(416) 875-4305
875-4306 (FAX)

Lorna Shuster
(Interpreter Referral Service)

Manitoba

Bonnie Dubienski
Executive Director
Independent Interpreter Referal Service Inc.
202 - 301 Nassau Street North
Winnipeg, Manitoba
R3L 2J5

(204) 452-0687 TDD
475-6332 Voice

Winnepeg Community Centre of the Deaf, Inc.
301-285 Pembina Highway
Winnipeg, Manitoba
R3L 2E1

(204) 453-1840 (TDD/Voice)
284-0802 (Voice)

Bohdan Ladeshewska DISC BLadesh
President
Manitoba Association of
Visual Language Interpreters (MAVLI)
1-120 Donald Street
Winnipeg, Manitoba
R3C 4G2

(204) 475-6332
774-3607 (h)

Saskatchewan

Gordon Ryall
Executive Director
Saskatchewan Deaf and Hard of Hearing Services, Inc.
2341 Broad Street
Regina, Saskatchewan
S4P 1B2

(306) 352-3323 (Voice/TTY)

Interpreter Referral Service
Saskatawan Deaf and Hard of Hearing Services
Northern and Central Saskatchewan
2341 Broad Street
Regina, Sask
S7K 2B1

Saskatchewan Association of
Visual Language Interpreters (SAVLI)
Box 9853
Saskatoon, Saskatchewan
S7K 7Z2

Alberta

Alberta Association of Deaf
Box 1133
Edmonton, Alberta
T5J 2M1

Alberta Chapter of Registry of Interpreters for the Deaf
11337 - 61 Avenue
Edmonton, Alberta
T6H 1M3

(403) 462-6974 TDD

Karen Maitland
Coordinator of Interpreting
Sign Language Intepreter Service
Alberta College
10041 - 101 Street
Edmonton, Alberta
T5J 0S3

(403) 429-1939 TDD
428-1851 Voice

Ron Hahn
Coordinator of Interpreting
Deaf and Hard of Hearing Serviced
63 Cornell Road
Calgary. Alberta
T2L 0L4

(403) 282-1133 (Voice - Direct to Interpreter Service)
282-1132 (TTY - Direct to Interpreter Services)

Educational Interpreter Committee (?)
c/o C102 10254 - 38 Avenue
Edmonton, Alberta
T6J 2N8

(403) 435-1156

British Columbia

Trevor ---
Executive Director
Western Institute for the Deaf and Hard of Hearing
2125 West 7th Avenue
Vancouver, B.C.
V6K 1X9

(604) 736-2527 TDD
736-7391 Voice

Greater Vancouver Association of the Deaf
(GVAD)
Vancouver, BC

(604) 738-4644 (TDD)

Sara MacFayden
President
Westcoast Association of Visual
Language Interpreters (WAVLI)
c/o Department of Sign Language Studies
Vancouver Community College
King Edward Campus, 1155 E. Broadway
Box 24620, Stn C
Vancouver, B.C.
V5T 4N3

(604) 871-7000 (Switchboard)

Caroline Ashby
Coordinator of Interpreting
Island Deaf & Hard of Hearing Centre
120-812 Wharf Street
Victoria, BC
V8W 1T3

(604) 384-8088 (Voice)
384-3105 (TTY)
384-8026 (FAX)

David Still
Leslie McPhillips
Still Interpreting Inc. (Interpreter Referral Service)
3469 Mons Drive
Vancouver, BC
V5M 3B5

(604) 433-6359 (Voice & FAX)
433-0411 (TTY)

Deaf Culture Sport
Sydney, B.C.
1-800-663-8440

Federal Government

Hon. Bernard Valcourt
Minister
Employment & Immigration Canada
Parliament Hill
Ottawa, Ontario
K1A 0A6

(613) 954-0700

Sandy MacIntosh
Manager, Worker Services
EIC - Nova Scotia Region
Metropolitan Place, 6th Floor
99 Wyse Road, Box 1350
Dartmouth, N.S.
B2Y 4B9

(902) 426-2919
426-9985 (TDD)

Bruce Hanrahan
Programs Consultant CJS
Metropolitan Place, 7th Floor
99 Wyse Road
Dartmouth, N.S.
B2Y 4B9

(902) 426-4076
(902) 426-8724 Fax

Jean-Guy Richard
Acting Consultant - Purchase of Training
EIC - New Brunswick Region
615 Prospect St. West
Box 2600
Fredricton, NB
E3B 5V6

(506) 452-4046

George Mills
Assistant Manager - Programs
CEC-St. John
Box 7000, 400 Main Stret
Saint John, NB
E2L 4V4

(506) 636-3926

Rob Arnstein
Training Consultant
CEC-Vancouver
Box 11145, Royal Centre
4055 West Georgia Street
Vancouver, BC
V6E 2P8

*Program Advisory Board VCC/DCC
Interpreter Training Programs

Tony Benson
Regional Director, Atlantic Canada
Public Service Commission of Canada
1888 Brunswick Street, 7th Floor
Halifax, Nova Scotia
B3J 1M8

(902) 426-2171

(On french Language
training to Spring 92)

Kate McCracken
A/Employment Equity Coordinator
Public Service Commission of Canada

(902) 426-7675
426-6246 (TDD)
426-7455 (FAX)

Alan Kell, Coordinator
(On secondment to June 92)

Marie Antle
Information Officer
Disbility Database Program
Statistics Canada
1770 Market Street
Halifax, N.S.
B3J 3M3

(902) 426-5331 TDD and TTY

Andrew Maw
Director

Labour Canada
6069 Quinpool Road
Halifax, N.S.

(902) 426-1650

Jackie Claxton
Regional Director General
Secretary Of State, Nova Scotia Region
5281 Duke Street
Halifax, N.S.
B3J 3M1

(902) 426-4334 (Gen Inq)
426-6330 (dir)
426-9522 (TDD)

Jim Walsh
Field Officer

426-6227 (dir)

Micheline Caron
Head Interpreter
Departmental Interpretation
Services Directorate
Official Languages Translation Bureau
Secretary of State
Ottawa, Ontario
K1A 0M5

(613) 996-3541

Lisette Blondin
Coordinator
Interpreter Services

996-3367 (dir)

Nancy Lowand
Executive Director
Status of Disabled Persons
Secretary of State
Ottawa, On
K1A 0M5

(819) 997-7836 (FAX)

Chair, Communicating
Service for the Deaf
& Deaf Blind

Josee Plamondon
Human Rights Officer
Canadian Human Rights Commission
330-1253 avenue McGill College
Montreal, PQ
H3B 2Y5

(514) 496-2277
283-5084 (FAX)

Provincial Governments

Nova Scotia

Ministerial Coordinating Committee of DPC (Nov/91)

George Moody - Chair
Minister
Health and Fitness

Roy Legere
Minister
Labour

Marie Dechman
(Former) Minister
Community Services

Hon. Roland Thornhill
Minister of Community Services
Box 696, Johnston Building
5182 Prince Street, 5th Floor
Halifax, Nova Scotia
B3J 2T7

(902) 424-4384

Hon. Guy LeBlanc
Minister
Department of Education, Advanced Education & Job Training
Box 578 [Suite 414, Trade Mart Building]
2021 Brunswick Street
Halifax, NS
B3J 2S9

(902) 424-5643

Gen. Inq.	(902) 424-5605
Fax	(902) 424-0519
Minister	(902) 424-4236

Charles MacDonald
Executive Director
Disabled Persons Commission
Suite 203, CCL Group Building
2695 Dutch Village Road
Halifax, NS
B3L 4T9

(902) 424-8280
424-0592 (FAX)

Ruth Colbourne
Admin Assistant

Al Paon
Clerk

Armand Pinard
Deputy Minister
Department of Education, Advanced Education & Job Training
Box 578
Suite 414, Trade Mart Building
2021 Brunswick Street
Halifax, NS
B3J 2S9

Michael Currie
Supervisor
Adult Vocational Training School, Cape Breton
Department of Advanced Education and Job Training
Box 1042
Sydney, NS
B1P 6J7

(902) 563-2460

Sean Whiddleton
Metro Field Officer
Rehabilitative Training Services
Department of Advanced Education and Job Training
1701 Hollis Street
Box 2086, Station M
Halifax, N.S.
B3J 3B8

(902) 424-6737

Dermott Mulroney
Executive Director, Programs
Department of Advanced Education & Job Training

(902) 424-4606

Fred Fisher
Coordinator of Training in Industry
& Private School Regulation (Also NSTEP)
Department of Advanced Education and Job Training

(902) 424-5636

Lajeune Naud
Director of Curriculum
Department of Education
Box 578
Suite 459, Trade Mart Building
2021 Brunswick Street
Halifax, NS
B3J 2S9

(902 424-5991
424-0613 (FAX)

Berthe Dirren
Resource Teachers Coordinator
Grand Havre School
201 Avenue du Portage
Dartmouth, NS
B2X 3S3

Former Special Education
Consultant - Dept. of Ed.

(902) 435-3203

Eric Pace
Director of Staffing
Civil Service Commission
One Government Place, 3rd Floor
1700 Granville Street
Box 943
Halifax, Nova Scotia
B3J 2V9

George Hall
Executive Director

(902) 424-4131 (Gen inquiries)
424-5508 (dir)

Betty MacDougall-Salchert
Affirmative Action Officer
Civil Service Commission
One Government Place, 3rd Floor
1700 Granville Street
Box 943
Halifax, Nova Scotia
B3J 2V9

Mary McNabb
Affirm. Action Off.

(902) 424-3277 (dir)
424-3966 (TDD - CSC)

424-2764 (dir)

Civil Service Commission
Employment Enquiries

(902) 424-7760/7661

Ron L'Esperance
Director,
Vocational Rehabilitation & Community Services
Department of Community Services
Box 696, Johnston Building
5182 Prince Street, 5th Floor
Halifax, Nova Scotia
B3J 2T7

(902) 424-4329

Ruth Ann Moffat-Dickson
Coordinator, Vocational Rehabilitation
Department of Community Servicesw

(902) 424-5360

Bill Campbell
Director, Family Benefits Division
Department of Community Services

(902) 424-4267

Rupert Fisher
Manager of Operations
Family Benefits Division

Caroline Pettipas
Information Processing Tech.
Family Benefits Division

(902) 424-7767

Bridglal Pachai
Executive Director
NS Human Rights Commission
Lord Nelson Arcade, 7th Fl.
5675 Spring Garden Road
Box 2221
Halifax, NS
B3J 3C4

Gerald Boudreau
Human Rights Officer

(902) 424-4111

Workers Compensation Board of Nova Scotia
5668 South Street
Halifax, N.S.

(902) 424-8440 (Main Switchboard)

Department of Rehabilitation

(902) 424-8328

Liberal Party Cacus Office

(902) 424-8637

Other Atlantic Provinces

Newfoundland

Jerome Quinlan
Director of Rehabilitation
Department of Social Services
Confederation Building
St. John's, NFLD
A1C 5T7

(709) 729-3548

Denise Brown
Human Rights Assistant
Newfoundland & Labrador HRC
Box 8700
St. John's, NFLD
A1B 4J6

(709) 729-2709
729-5812
729-0709 (FAX)

Prince Edward Island

George O'Connor
Coordinator
Vocational REhabilitation
Department of Health & Social Services
Box 2000
Charlottetown, PEI
C1A 7N8

(902) 368-4948

Connie Weatherbee
Human Rights Officer
PEI Human Rights Commission
Charlottetown, PEI

Eleanor Anderson
Coordinator
Speech & Hearing Program
Department of Health and Social Services
Box 2000
Charlottetown, PEI
C1A 8T5

(902) 368-4954

Pat Ellis
Audiology Clinic

(902) 566-6133 (TDD/Voice)

New Brunswick

Hon. Laureen Jarrett
Minister of Supply & Services
Box 6000
Fredricton, NB
E3B 5H1

Charles Bradbury
VRDP Coordinator
Department of Social Services
Box 6000
Fredricton, NB
E3B 5H1

(506) 453-2944

Francis Young
Human Rights Officer
NB Human Rights Commission
Box 6000
Fredricton, NB
E3B 5H1

(506) 453-2301
453-2653 (FAX)

Danielle Vincent
Executive Director
Premier's Council on the
Status of Disabled Persons
440 King Street, Suite 648
Fredricton, NB
E3B 5H8

Julia Bannister
Information & Research Officer

(506) 452-1112 (TDD/Voice)
452-4412 (FAX)
(800) 442-4412 (Toll Free)

Dick Corey
Program Coordinator
Department of Advanced Education & Labour
Box 6000
Fredricton, NB
E3B 5H1

(506) 453-8221
453-7913 (FAX)

Remainder of Canada

Quebec

Mr. Luc Beaulieu
President
Centre Quebecois de la Deficience Auditive

(514) 381-4028
381-2844

Danielle Robichaud
Quebec Human Rights Commission

(514) 873-5146

Ontario

Gary Malkowski [D] DISC - GMalkowski
Member Provincial Parliment
5th Floor, 77 Bloor Street West
Toronto, Ontario
M7A 2R9

(416) 325-6191 (TDD)
325-6184 (Voice)
963-2934 (FAX)
(800) 267-6600 (BRS)

Jane Atkey
Provincial Coordinator
Vocational Rehabilitation
Strategic Planning & Intergovernmental Relations
Ministry of Community & Social Services
Hepburn Block, 3rd Fl.
Toronto, On
M7A 1E9

(416) 325-5394

Ontario Human Rights Commission
400 University Avenue, 12th Fl.
Toronto, On
M7A 2R9

Manitoba

Ernie Hasiuk
Director of Vocational Rehabilitation Services
210 Osborne Street North, 3rd Fl.
Winnipeg, Manitoba
R3C 1V4

(204) 945-3246

Derek Legge
Intake Counsellor
Manitoba Human Rights Commission
301-257 Portage Avenue
Winnipeg, Manitoba
R3B 2A9

(204) 945-3007 (Voice)
945-3442 (TDD)
945-1292 (FAX)

Saskatchewan

Judy Ryan
Coordinator of VRDP Branch
Rehabilitation Services Division
Department of Social Services
Chateau Tower
1920 Broad Street
Regina, Sask
S4P 2Y3

(306) 787-3844

K.C. Jamont
Executive Director
Saskatchewan Human Rights Commission
1942 Himilton St., 3rd Fl.
Regina, Sask
S4P 3V7

Pat Danforth
Programs Officer

(306) 787-2530
787-0454 (FAX)
787-8550 (Telewriter)
(800) 667-8577 (Sask only)

Cindy Smith
Chairperson
Premier's Disabled Persons Advisory Committee
1870 Albert Street
Regina, Sask
S4P 3V7

Alberta

Allan Douglas
Director, Rehabilitation Services Programs Branch
Department of Social Services
7th Street Plaza
10030 - 107 Street
Edmonton, Alta
T5J 3E4

(403) 427-8830

Ralph Westwood
Assistant Director, Vocational Rehabilitation Services
Deaprtment fo Advanced Education
Programs Coordination Branch
Edmonton, Alta

(403) 427-5629

Ralph Roman
Human Rights Officer
Alberta Human Rights Commission
Foom 805, 10808 - 99 Avenue
Edmonton, Alta
T5K 0G5

(403) 427-3116
422-2563 (FAX)

Eric Boyd
Executive Director
Premier's Council of the Status
of Persons with Disabilities
250 Garneau Professional Centre
11044 - 82nd Street
Edmonton, Alta
T6G 0T2

(403) 422-1095 (Voice/TDD)
422-9691 (FAX)

Gary MacPherson
Chairperson

Dr. Fran Vargo
Communications Disorders
Specialist

British Columbia

Michael Cannings
Director of Vocational
Rehabilitation Services
Vocational Rehabilitation Branch
Ministry of Advanced Education,
Training & Technology
220 - 4946 Canada Way
Burnaby, BC
V5G 4J6

(604) 775-0614

Gillian MacGregor
Intake/Disclosure Officer
BC Council of Human Rights
Suite 406, 815 Hornby Street
Vancouver, BC
V6Z 2E6

(604) 660-6811
660-0195 (FAX)

Paul Thiele
Council Chairman
Premier's Advisory Council
for Persons with Disabilities
520 - 555 West 12th Avenue
Vancouver, BC
V5Z 3X7

(604) 660-1155 (Voice)
660-4594 (TDD)
660-4593 (FAX)

Educational Institutions/Resources

Interpreter Training Programs

Brain Dwyer
Coordinator
Sign Language Interpreter Program
Faculty of Applied & Language Arts
Sheridan College
McLaughlin Road, Box 7500
Brampton, Ontario
L6V 1G6

(416) 452-8210 (TDD)
459-7533 Ext. 334 (Voice)
459-7054 (FAX)

Virginia Machiavello
Chairperson, Sign Language Studies
Communicator/Interpreter Programs
St. Clair College
2000 Talbot Road West
Windsor, Ontario
N9A 6S4

(519) 966-1656 (Switchboard)
966-2711 (Ext 497 - direct)
966-0053 (TTY)
966-2737 (FAX)

Lana Kirkland
VLI & Admin Assistant

966-2711 (ext 553)

Sandy
Secretary

Terry Janzen
Program Director
Visual Language Interpreter
Training Program
Educational Support Center
Red River College
2055 Notre Dame Street
Winnipeg, Manitoba
R3H 0J9

(204) 632-2467

Kirk Ferguson
Deaf Literacy Program
Red River College

Josie Karpa
Director, Ed. Support Serv.

Angela Stratiy (D)
Program Chair
Interpreter Training Program
Grant McEwan Community College
Cromdale Campus
8020 - 118th Avenue
Edmonton, Alberta
T5B 0R8

(403) 477-0211 (Voice)
477-3513 (TTY)
477-0290 (FAX)

Marilyn Hooper
Instructional Assistant

Roger Ofield
Coordinator
Department of Sign Language Studies
Vancouver Community College
King Edward Campus, 1155 E. Broadway
Box 24620, Stn C
Vancouver, B.C.
V5T 4N3

(604) 871-7000 (Switchboard)
871-7443 (dir)

Jan Humphrey
Coordinator
Visual Language Interpreter
Training Program
Douglas Community College
700 Royal Avenue, Box 2503
New Westminster, BC
V3L 5B2

(604) 527-5131
527-5095 (FAX)

Beverley Miller
Director
Dept. of Child, Family &
Community Studies

527-5135

Dave Grimmer
Director of Academic Support
New Brunswick Community College
Saint John Campus
Box 2270
Saint John, N.B.
E2L 3V1

(506) 658-6600

Cheryl Robertson
Dean, Comm Serv, Health &
Business Studies

Other Educational Institutions/Resources

Arnold Jones
Superintendent
Atlantic Provinces Special Education Authority (APSEA)
Box 578 [Suite 422, Trade Mart Building]
Halifax, N.S.
B3J 2S9

(902) 424-7765 (TDD & Voice)
(902) 424-5819 (FAX)

Phyllis Cameron
Director, APSEA-APRCHI
[Atlantic Provinces Research Center for the Hearing Impaired]
Box 308, 160 Willow Street
Amherst, N.S.
B4H 2Z6

(902) 667-3808 (TDD and Voice)
667-0893 (FAX)

Doug Page
Coordinator of Student
& Residential Services
APSEA-APRCHI

(902) 667-9889 (h)

Raymond LeBlanc
Academic Supervisor
APSEA-APRCHI

Joan Beswick
Coordinator, Assessment Centre
APSEA-APRCHI

Joyce Gillis
Coordinator, Vocational School Program
APSEA-APRCHI

Linda MacDonald
Coordinator - Teacher of the Deaf Education Program
APSEA-APRCHI

Jack Boyd
Itinerant Teacher/Consultant
APSEA-APRCHI

David Tingley
Supervisor, NS Off-Campus Programs
APSEA-APRCHI
36 Hastings Dirve
Dartmouth, NS
B2Y 2C5

(902) 466-5325

Merna Matheson
Supervisor, NB Off-Campus Programs
c/o NB Department of Education
Fredricton, NB

(506) 453-2816

School Of Human Communication Disorders
Dalhousie University
Fenwick Place
5599 Fenwick Street
Halifax, NS
B3H 1R2

(902) 494-7052

Susan Stuttard
Audiologist
Nova Scotia Hearing and Speech Clinic
32nd Floor, 5599 Fenwick Street
Halifax, N.S.
B3H 1R2

(902) 423-7354 (TDD)

Jane McCartty [D]
Acting Director
Atlantic Center of Support
for Disabled Students
Saint Mary's University
Rm 417, O'Donnell-Hennessey
Student Centre
Halifax, N.S.
B3H 3C3

(902) 420-5452

Donna Merriam
Director, Employment Connection

Howard Miller
Department of Extension
University of New Brunswick
Fredricton, NB

Involved with Dennis Cokely
& SOS Grant to Develop VLI
Program Curriculum

(506) 453-4646

Newfoundland School for the Deaf
425 Topsail Road
St. John's, Newfoundland
A1A 2X3

(709) 364-1234 (TDD)

Nancy Veale
Principal
PEI School for the Hearing Impaired
c/o St. Jean's Elementary School
PEI Department of Education
Box 2000
Charlottetown, PEI
C1A 7N8

(902) 368-4638

Connie Mayer
Resource Leader
Metropolitan Toronto
School for the Deaf
43 Millwood Road
Toronto, On
M4S 1J6

(416) 393-0630 (Gen Inquiries)
393-1574 (dir)

Capital Region Centre
for the Hearing Impaired
310 Elm Grove
Ottawa, On
K1Z 6V1

(613) 729-1467
729-5167 (FAX)

Howard Miller
Principal
Manitoba School for the Deaf
500 Shaftesbury
Winnipeg, Man
R3P 0M1

(204) 945-8934

Brian Henderson
Saskatchewan Institute of
Applied Science & Technology [SIAST]
Kelsey Campus
PO Box 1520
Saskatoon, Sask
S7K 3R5

(306) 933-7458 (TDD and Voice)
933-7546 (dir)
996-6490 (FAX)

Upgrading Programs
Programs for deaf adults

Dr. Rodda
Chairman
Western Canada Centre for
Specialization in Deafness [WCCSD]
Department of Educational Psychology
6 - 102 Education North
University of Alberta
Edmonton, Alta
T6G 2G5

(403) 492-5245 (Dept)
492-8247 (dir)
492-1318 (FAX)

Dr. Jerome Schein
Peikoff Chair of
Deafness Studies
492-2168 (dir)

Barbara Mallory
Research Assistant
WCCSD

John Anderson
Principal
Jerricho Hill School for the Deaf
4125 West 8th Avenue
Vancouver, BC
V6R 1Z7

Marguerite Henderson
VP (On Ad. Comm. - VCC)

USA
(See Also Appendicies 6 & 7 to this Master Contacts List)

National Technical Institute for the Deaf
Rochester Institute of Technology
One Lomb Memorial Drive
Box 9887
Rochester, NY
USA 14623

(716) 475-6418

Gallaudet Research Institute
Gallaudet University
800 Florida Avenue NE
Washington, DC
USA 20002-3695

(Also NICD - See App 6)

(202) 651-5800
651-5551 (Voice/TDD)

National Association of the Deaf
814 Thayer Avenue
Silver Springs, Md.
USA 20910

(310) 587-1788

Registry of Interpreters for the Deaf (RID)
1107 - 51 Munroe Street
Rockville, Md
USA 20850

Charlotte Baker-Shenk
Western Maryland College
Westminister, Md
USA

MA Program, Instructors
of Sign Language Interpreting
(Summers Only)

(410) 848-7000 (College Switchboard)
(301) 699-1597 (PT w # for Ms. Baker-Shenk)

Other Contacts

The National TDD Relay Service Line
1-800-267-6511

Yvonne Peters
National Coordinator
Canadian Disability Rights Council
926-294 Portage Avenue
Winnipeg, Man
R3C 0B9

(204) 943-4787
942-4625 (FAX)

Henry Vlug [D]
Barrister & Solicitor
Vancouver, BC

DISC - HVlug

(604) 325-2151 (TDD)
325-2130 (FAX)

Carol Tessien
Division of the Deaf & Hard of Hearing
New Jersey Department of Human Services
Capital Centre
50 East State Street
Trenton, NJ
USA 08625-0074

(609) 984-7281

Marty Taylor
Edmonton, Alta

(403) 424-3683

Involved in Grant McEwan Prog
10 years Interpreting
Co-founder CAESLI
DISC M.Taylor

Current Doctoral Thesis - Diagnostic Assessment of ASL/English Interpreters

Harriet Stairs
Vice President
Human Resources
Bank of Montreal

Associated with George Brown College
White Collar Job Training/Upgrading
Program for Deaf

Joe Coughlin
Co-Host
CBC'c Disability Network

(A CP victim; host of weekly
current affairs program)

Carol McGregor
Leader
Disabled People for Employment Equity Group
Toronto

Rob McInnes
Executive Director
Canadian Coucil on Rehabilitation and Work
Winnipeg, Manitoba

(204) 942-4862

Wendy Linkletter
Jain Green
Maritime Tel and Tel
Special Needs Center
Halifax Shopping Center
Bayers Road
Halifax, N.S.

(902) 421-5553

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH
LIST OF PRIVATE SECTOR COMPANIES SURVEYED

Valerie Rye
Staffing Officer
National Sea Products
Box 2130
Halifax, NS
B3J 3B7
(902) 422-9381

Murdoch MacKinnon
Zutphen Brothers Construction Ltd.
Box 130
Port Hood, NS
B0E 2W0
(902) 945-2300

Brenda Kelley
Moirs Chocolates
375 Pleasant Street
Dartmouth, NS
B2Y 4N4
(902) 469-2470

Florence Randall
Personnel Manager
*Litton Systems
Box 960, Enfield PS
249 Aerotech Drive
Enfield, NS
B0N 1N0
(902) 873-2000

Nautical Electronics Labs John
RR #1 (Hacketts Cove)
Tantalon, NS
B0J 3J0
(902) 823-2233

Carrie MacIssac
Saint Martha's Hospital
25 Bay Street
Antigonish, NS
B2G 2G5
(902) 863-2830

Peggy Harris
Payroll Department
Western Kings Memorial Hospital
Box 490
Berwick, NS
B0P 1E0
(902) 538-3111

Sue Karrel
Polymer International
Box 868
Truro, NS
B2N 5G6
(902) 895-1686

Personnel Supervisor
Yarmouth Regional Hospital Shirley
60 Vancouver Street
Yarmouth, NS
B5A 2P5
(902) 742-3541

Clover Group Murray
Box 1088, Lakeside Industrial Park
Armdale, NS
B3L 4L8
(902) 876-2311

Camp Hill Medical Center (& Infirmary) Elanor
1763 Robie Street
Halifax, NS
B3H 3G2
(902) 420-2377

Dave O'Connor
Dartmouth General Hospital
325 Pleasant Street
Dartmouth, NS
(902) 465-8522

Janet Burns
Personnel Director
Fisherman's Memorial Hospital
Box 1180
Lunenburg, NS
B0J 2C0
(902) 634-8801

Colchester Regional Hospital
207 Willow Street
Truro, NS
B2N 5A1
(902) 893-4321

Delroddy MacDonald
Personnel Manager
Stora Forest Products
Box 59
Port Hawkesbury, NS
B0E 2V0
(902) 625-2460

Denise Drake
Human Resources Officer
Halifax Port Corporation
Box 336
Halifax, NS
B3J 2P6
(902) 426-3610

Mary Morris
Occupational Health and Safety Nurse
L.E. Shaw Ltd.
Box 2130
Lantz, NS
B0N 1R0
(902) 883-2201

Joanne Brown
Personnel Manager (Kelly)
*Farmers Co-op Dairy
Box 8114, Station A
Halifax, NS
B3K 5L8
(902) 835-3373

Donald Fewer
Executive Director Human Resources
University College of Cape Breton
Box 5300, (1250 Grand Lake Road)
Sydney, NS
B1P 6L2
(902) 539-5300

Yvon Andreani (Spoke with Personnel Assistant)
Personnel Manager
*Pratt and Whitney Canada Inc.
Box 950
Enfield, NS
B0N 1N0
(902) 873-4241

Susan Thompson
Personnel Manager
*Mount Saint Vincent University
166 Bedford Highway
Halifax, NS
B3M 2J6
(902) 443-4450

Mayann Francis
Employment Equity Officer
*Dalhousie University
Halifax, NS
B3H 4H6
(902) 494-3700

Alexis Grant
Personnel Officer
*Acadia University
Wolfville, NS
B0P 1X0
(902) 542-2201

Daniel Stone
Personnel Manager
Saint Mary's University
923 Robie Street
Halifax, NS
B3H 3C3
(902) 420-5564

Rachael Forbes
*Canadian Broadcasting Corporation
Box 3000
Halifax, NS
B3J 3E9
(902) 420-4456

Mr. White
Clearwater Fine Foods
Box 310
Bedford, NS
B4A 2X3
(902) 443-0550

Vivian Jennings
Director of Personnel
Izaac Walton Killam Hospital for Children
5850 University Avenue
Halifax, NS
B3J 3G9
(902) 428-8111

Cape Breton Precision Components Ltd. (Carol)
Box 247 (53 Memorial Drive)
North Sydney, NS
B2A 3M3
(902) 794-4791

Marinus Van de Sande
Vice President Human Resources
*Scotsburn Dairy/Co-operative Services
Box 340
Scotsburn, NS
B0K 1R0
(902) 485-8023

Murray Graves
Personnel Manager
Halterm Limited
Box 1057, Main Post Office
Halifax, NS
B3J 2X1
(902) 421-1778

Barbara Kinley
Employment Equity Manager
*Maritime Tel & Tel
Box 880, (1505 Barrington Street)
Halifax, NS
B3J 2W3
(902) 421-5760

*Atlantic Building Cleaning Heather
Suite 465, 2021 Brunswick Street
Halifax, NS
B3K 2Y5
(902) 420-1497

Randy McDowel
Personnel Manager
Alweather Windows and Doors Ltd.
Box 40
Stewiacke, NS
B0N 2J0
(902) 639-2565

Ernie Bullover
Personnel Manager
Acadia Construction
Box 39 (Hebbville)
Bridgewater, NS
B4V 2W6
(902) 543-2477

Ann-Marie Lowe
Office Manager
ACA Co-operative Ltd.
1277 Commercial Street
New Minas, NS
B4N 3G3
(902) 678-6161

Mike Mulcahay
Personnel Manager
Moosehead Breweries Ltd.
656 Windmill Road
Dartmouth, NS
B3B 1B8
(902) 468-7040

Jim Vacheresse
Personnel Manager
*Halifax-Dartmouth Industries Ltd.
Box 1477
Halifax, NS
B3K 5H7
(902) 423-9271

Mark Angelini
General Manager
Domtar: Wood Preserving Division Atlantic Region
Box 278 (Bible Hill)
Truro, NS
B2N 5C1
(902) 893-9456

Debbie Flemming
Personnel Manager
Nova Scotia Territory
*Bank of Nova Scotia
Box 70
3rd Floor, 1790 Hollis Street
Halifax, NS
B3J 2M1
(902) 420-4909

Jobe Williams
Personnel Manager
Cape Breton Post
255 George Street
Sydney, NS
B1P 6K6
(902) 564-5451

Dominique Bertrand
Human Resources Manager
Atlantic Region
*National Bank of Canada
Moncton, NB
(506) 859-2205

Donna Summerville
Personnel Manager
*Hermes Electronics
Box 1005
Dartmouth, NS
B2Y 4A1
(902) 466-7471

Deanna Walker
Employment Equity Officer
*Nova Scotia Power Corporation
Box 910
Halifax, NS
B3J 2W5
(902) 428-6176

Shirley Thompson
Human Resources Officer
*Toronto Dominion Bank of Canada
Box 785 (1791 Barrington Street)
Halifax, NS
B3J 2V2
(902) 420-8000

Denise Weeks
Personnel Manager
Autoport Ltd.
Box 9
Eastern Passage, NS
B0J 1L0
(902) 465-6050

Gord Simons
Personnel Manager
Air Canada
*Halifax International Airport
Box 470
Dartmouth, NS
B2Y 3Y8
(902) 873-2359

Carl Bannister
Assistant Personnel Manager
M & M Manufacturing Ltd.
61 Estates Road
Dartmouth, NS
B2Y 4K3
(902) 465-7675

Rose Rafuse
Personnel Officer
*Maritime Paper Products Ltd.
Box 668
Dartmouth, NS
B2Y 3Y9
(902) 468-5353

Barry Wambolt
Employment Equity Officer
*oyal Bank of Canada
Box 1147
Halifax, NS
B3J 2Y1
(902) 421-8142

Betty Trotten
Human Resources Officer
*IMP Group Ltd.
Suite $400, 2651 Dutch Village Road
Halifax, NS
B3L 4T1
(902) 453-2400

Barbara Oldfield
Personnel Administrator
*Nova Scotia Research Foundation
Box 790, (101 Research Drive)
Dartmouth, NS
B2Y 3Z7
(902) 424-8670

Dave Holdway
Manager
Guildford's Limited
Box 609, (21 McCurdy Avenue)
Dartmouth, NS
B2Y 3Z2
(902) 468-9201

John Crawford
Human Resources Officer
*Canadian Imperial Bank of Commerce
Box 1665
Halifax, NS
B3J 3A3
(902) 428-4733

Brain MacDougall
Personnel Manger
*Steel and Engine Products
Box 1120
Liverpool, NS
B0T 1K0
(902) 354-3411

NOTE: Those employers surveyed and falling under Federal Employment Equity legislation either directly or indirectly (under federal government contracting policy) have been identified with an asterix to the left of the company name. Of the 53 companies surveyed, 23 are affected by employment equity considerations.

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH
LIST OF FEDERAL GOVERNMENT OFFICES-NOVA SCOTIA REGION SURVEYED
EMPLOYMENT EQUITY OFFICERS

Audrey Chapman
Employment Equity Officer
Transport Canada, CATA (Aviation)
Box 42
Moncton, NB
E1C 8K6

(506) 851-7390

Susan Chatham
Personnel Generalist
Environment Canada
Conservation & Protection (Atlantic)
45 Alderney Drive, 3rd Fl.
Dartmouth, NS
B2Y 2N6

(902) 426-7826
(902) 426-2690 (FAX)

Audrey Cox
Staffing Officer
Environment Canada - Parks
Historic Properties
Upper Water Street
Halifax, NS
B3J 1E5

(902) 426-8160
(902) 426-8643 (FAX)

Mae Ernst
Personnel Officer
Supply and Services Canada
Box 1659
Halifax, NS
B3J 1S9

(902) 426-9967
(902) 426-5001 (FAX)

Dave Gaddes
Staff Officer
Human Resource Planning and Employment Equity
Department of National Defence
Maritime Command HQ, FMO
Halifax, NS
B3L 2X0

(902) 427-2037
(902) 427-6066 (FAX)

Claudia Keays
Employment Equity Coordinator
Public Works Canada
Box 2247
Halifax, NS
B3J 3C9

(902) 426-2520
(902) 426-4926 (FAX)

Barbara Hachey
Staffing Officer
Indian and Inuit Affairs
Box 160
Amherst, NS
B4H 3Z3

(902) 667-3818
(902) 667-9947 (FAX)

Gloria Morrison
Staff Officer
Human Resources - Atlantic
Revenue Canada - Taxation
Suite 800, Cogswell Tower
2000 Barrington Street
Halifax, NS
B3J 3K1

(902) 426-3125

Shirley Parker
Employment Equity Coordinator
Fisheries and Oceans Canada
Scotia Fundy Region
Box 550
Halifax, NS
B3J 2S7

(902) 426-7823
(902) 426-5063 (FAX)

Simone Poirer
Employment Equity Coordinator
Correctional Services Canada
CSC 2nd Floor
CN Terminal Plaza Building
1222 Main Street
Moncton, NB
E1C 1H6

(506) 851-6376

Lorna Snair
Staffing and Employment Equity Advisor
Personnel Services Division
Atlantic Region
Revenue Canada - Excise
Box 3080 (South)
Halifax, NS
B3J 3G6

(902) 426-5655
(902) 426-7177 (FAX)

James Francios
Regional Coordinator
Human Relations and Employment Equity
Transport Canada - Canadian Coast Guard (Marine)
Box 1013
Dartmouth, NS
B2Y 4K2

(902) 426-3677
(902) 426-4312 (FAX)

Sheila Nault
Staff Services Supervisor
Employment Equity Coordinator
Statistics Canada
1770 Market Street
Halifax, NS
B3J 3M3

(902) 426-3112
(902) 426-3110 (FAX)

Brenda Firth
Personnel Generalist
Atmospheric Environment Service
1496 Bedford Highway
Bedford, NS
B4A 1E5

(902) 426-9141
(902) 426-9158 (FAX)

Alec Morrison
Public Service Personnel Administrator
"H" Division, RCMP
Box 2286
Halifax, NS
B3J 3E1

(902) 426-7977
(902) 426-8845 (FAX)

Beverly Cameron
Personnel Manager
Atlantic Regional Office
Veterans Affairs Canada
Box 1002
45 Alderney Drive
Dartmouth, NS
B2Y 3Z7

(902) 426-3121
(902) 426-7447 (FAX)

Gail Rawle
Assistant to Regional Personnel Director
Consumer & Corporate Affairs Canada
Suite 1500
1489 Hollis Street
Halifax, NS
B3J 3M5

(902) 426-7976
(902) 426-6094 (FAX)

Kate McCracken
A/ Employment Equity Coordinator
Public Service Commission of Canada
Atlantic Canada
1888 Brunswick Street, 7th Fl.
Halifax, NS
B3J 1M8

Alan Kell
(Ottawa Secondment
to June '92)

(902) 426-7675
426-6246 (TDD)
426-7455 (FAX)

George Doleman
Chief, Human Resource Services
CEIC Regional Headquarters
99Wyse Road, 6th Fl.
Box 1350
Dartmouth, NS
B2Y 4B9

(902) 426-2259
426-8724 (FAX)

NOTE: George Doleman assisted with the survey of the 14 Canada Employment Centres located in the province of Nova Scotia. Of the 14, the metro area CEC offices (Bedford, Dartmouth and Halifax) completed one survey response jointly. Hence the total number of CEC office responses would have been a maximum of 12.

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH
LIST OF PROVINCIAL DEPARTMENTS, BOARDS & AGENCIES SURVEYED

Ms. Lawna Stewart
Department of Finance
Box 187
Halifax, NS
B2J 2N3

(902) 424-0590
424-0257 (FAX)

Senior Citizens Secretariat
Box 2065
Halifax, NS
B3J 2Z1

(902) 424-4737
424-0561 (FAX)

Ms. Ruth Colburne
Executive Assistant
Disabled Persons Commission
Suite 203
CCL Group Building
2695 Dutch Village Road
Halifax, NS
B3L 4T9

(902) 424-8280
424-0592 (FAX)

Attorney General
Box 2065
Halifax, NS
B3J 2L6

(902) 424-4222
424-4556 (FAX)

Ms. Audrey Harmer
Director Finance and Administration
Department of Solicitor General
Box 2599
Halifax, NS
B3J 3N5

(902) 424-7406

Mr. Louis G. Stephen
Deputy Minister
Department of Government Services
Box 54
Halifax, NS
B3J 2L4

(902) 424-2901
424-0500 (FAX)

Betty MacDougall/Mary McNabb
Employment Equity Officers
Civil Service Commission
Box 943
Halifax, NS
B3J 2V9

(902) 424-4131
424-0589 (FAX)

Status of Women (Advisory Council on the)
Box 745
Halifax, NS
B3J 2T3

(902) 424-8662
424-0573 (FAX)

Mr. Wayne J. Grady
Deputy Minister
Department of the Environment
Box 2107
Halifax, NS
B3J 3B7

(902) 424-5300

Workers' Compensation Board
5668 South Street
Box 1150
Halifax, NS
B3J 2Y2

(902) 424-8440
424-0509 (FAX)

Department of Industry Trade and Technology
(Economic Development)
1800 Argyle Street
Box 519
Halifax, NS
B3J 2R7

(902) 424-8920
424-0582 (FAX)

Mr. Wolfgang Nowak, MHR
Department of Transportation and Communications
Deputy Minister's Office
Box 186
Halifax, NS
B3J 2N2

(902) 424-5837 (GEN)
424-4036 (DM)
424-0532 (DM FAX)

Mr. Armand F. Pinard
Deputy Minister
Department of Education
Box 578
Halifax, NS
B3J 2S9

(902) 424-5643
424-0519 (FAX)

Mr. Armand F. Pinard
Deputy Minister
Department of Advanced Education and Job Training
5th Floor, Founders Square
1701 Hollis Street
Box 2086, Station "M"
Halifax, NS
B3J 3B7

(902) 424-4431
424-0511 (FAX)

Bridglal Pachai, Ph. D.
Executive Director
Human Rights Commission
Box 2221
Halifax, NS
B3J 3C4

(902) 424-4111
424-7690 (FAX)

Department of Health and Fitness
Deputy Minister's Office
1609 Hollis Street
Halifax, NS

(902) 424-7570

Ms. Dianne Graham-Hopkins
Personnel Manager
Department of Small Business Development
(Economic Development)
7th Floor, The Joseph Howe Building
1690 Hollis Street
Halifax, NS
B3J 3J9

(902) 424-6660

Mr. Paul G. Allen, CA
Board Administrator
Board of Commissioners of Public Utilities
Suite 300, 1601 Lower Water Street
Postal Unit "M", Box 1692
Halifax, NS
B3J 3S3

(902) 424-4446
424-3919 (FAX)

D.T. Tobin, C.A.
Deputy Minister's Office
Management Board
Box 1619
Halifax, NS
B3J 2Y3

(902) 424-6617
424-0555 (FAX)

Department of Labour
Box 697
Halifax, NS
B3J 2T8

(902) 424-4125
424-3239 (FAX)

Ombudsman
Box 2152
Halifax, NS
B3J 3B7

(902) 424-6780
429-0621 (FAX) c/o Lloyd Caldwell but send to "Ombudsman"

Mr. George Richard
Deputy Minister
Department of Fisheries
Box 2223
Halifax, NS
B3J 3C4

(902) 424-8953
424-4671 (FAX)

Mr. John Mullally
Deputy Minister
Department of Natural Resources
Box 690
Halifax, NS
B3J 2T9

(902) 424-4121
424-7735 (FAX)

Mr. Duff M. Montgomerie
Executive Director
Sport and Recreation Commission
Box 864
Halifax, NS
B3J 2V2

(902) 424-7554

Ms. Patricia N. Ripley, Ph. D.
Deputy Minister
Department of Community Services
Box 696
Halifax, NS
B3J 2T7

(902) 424-4325

Mr. William M. McKee
Assistant Director
Department of Municipal Affairs
Box 216
Halifax, NS
B3J 2M4

(902) 424-5760
424-0531 (FAX)

Intergovernmental Affairs
(Policy Board)
5th Floor, One Government Place
1700 Granville Street
Box 1617
Halifax, NS
B3J 2Y3

(902) 424-8910
424-7638 (FAX)

NOTE: Two provincial surveys came back unidentified. In addition, the Housing Commission responded too late to be included in the survey documentation.

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH
LIST OF SCHOOLBOARDS & OTHERS SURVEYED REGARDING ASL COURSES

Nova Scotia School Boards

Ms. Paula Montgomery
Annapclis District School Board
Box 571
Annapolis Royal, NS
BOS 1AO

(902) 532-2313

Ms. Irene Lefort
Antigonish District School Board
42 West Street
Antigonish, NS
B2G 2H5

(902) 863-6330

Mr. Vince Katchafanas
Director of Continuing Education
and
Sister Maria Lawrence
Special Services
Cape Breton District School Board
275 George Street
Sydney, NS
B1P 1J7

(902) 564-8293

Mr. Greg MacLeod
Continuing Education Coordinator
and
Mr. Lou Davis
Special Education Supervisor
Colchester East Hants
District School Board
Box 975
Truro, NS
B2N 5G8

(902) 895-1511

Ms. Anne Comeau
Continuing Education Coordinator
Clare-Argyle District School Board
Box 10
Meteghan, NS
B0W 2J0

(902) 645-3117

Ms. Betty Delany
Continuing Education Coordinator
and
Ms. Donna Fraser
Special Education Supervisor
Cumberland District School Board
Box 2500C
Springhill, NS
B0M 1M0

(902) 597-8691

Mr. Robert Nichols
Sub-System Supervisor - Continuing Education
and
Mr. Jake Risk
Sub System Supervisor - Special Programs
Dartmouth District School Board
95 Victoria Road
Dartmouth, NS
B3A 1V2

(902) 464-2026
464-2025

Ms. Janey Henstock
Continuing Education Coordinator
Digby District School Board
Box 968
Digby, NS
B0V 1A0

Debbie Langille
General Secretary

(902) 245-2132

Mr. Phillip Hall
Supervisor of Curriculum
and
Mr. Ralph MacDonald
Supervisor of Elementary Schools
Guysborough County District School Board
Box 130
Guysborough, NS
B0H 1N0

(902) 553-4010

Mr. Gordon Michael
Continuing Education Coordinator
and
Mr. John Calwell
Special Education Supervisor
Halifax County-Bedford
District School Board
Box 1000
Lower Sackville, NS
B4C 3Z5

(902) 864-1928

Ms. Helen Cianfaglione
Continuing Education Coordinator
and
Mr. Paul Cable
Student Services Supervisor
Halifax District School Board
Box 370
Halifax, NS
B3J 2R1

(902) 421-6800

Mr. Gary Morehouse
Continuing Education Coordinator
and
Mr. David Hirsch
Special Education Supervisor
Hants West District School Board
Box 309
Windsor, NS
B0N 2T0

(902) 798-9561

Mr. Daniel Rankin
Supervisor Student Services and Continuing Education
Inverness District School Board
Box 40, Port Hood, NS
B0E 2W0

(902) 787-2211

Mr. Greg Ross
Continuing Education Coordinator
Kings County District School Board
Box 220
Kentville, NS
B4N 3W8

(902) 678-2161

Mr. Ray Toomey
Continuing Education Coordinator
and
Ms. Theresa Griffen
Special Education Supervisor, Asst. Superintendent
Lunenburg County District School Board
RR #3, Bridgewater, NS
B4V 2W2

(902) 543-2468

Mr. Bob Weeks
Continuing Education Coordinator
and
Mr. Jon MacLean
Special Education Supervisor
Northside - Victoria District School Board
127 Brook Street
North Sydney, NS
B2A 2K3

(902) 794-4721

Mr. George Manas
Continuing Education Coordinator
Pictou District School Board
Box 911
Westville, NS
B0K 2A0

(902) 752-8090

Ms. Shirley Shot
Continuing Education Coordinator
Queens District School Board
Box 500
Milton, NS
B0T 1P0

(902) 354-3291

Ms. Claire Doyle
Continuing Education Coordinator
and
Peggy Oulette
Special Education Services
Richmond District School Board
Box 39
Arichat, NS
B0E 1A0

(902) 226-2856

Ms. Bruce Blackburn
Continuing Education Coordinator
and
Mr. Nelson Barbrick
Special Education Supervisor
Shelburne County
District School Board
Box 452
Barrington Passage, NS
B0W 1G0

(902) 875-3266

Mr. Gerald Pitman
Continuing Education Coordinator
Yarmouth District School Board
24 Seminary Street
Yarmouth, NS
B5A 2B5

(902) 742-9266

Contacts in Other Atlantic Provinces

Ms. Kelley Campbell
Secretary of the Extension Program
University of New Brunswick
Fredericton, NB

(506) 457-7264

Ms. Susan Saulnier
Administrative Assistant
St. John Hearing Society
680 Ready Street West
St. John, NB
E2M 3S5

(506) 633-0599

Mr. Larry Burton
Training Coordinator
Department of Industry
Charlottetown, PEI

(902) 368-4240

Mr. Kent Pond
School Teacher
Charlottetown, PEI

(902) 368-2696

Mr. Malachey Manville
Director Post Secondary Education
Department of Education
St. John's, Newfoundland

(709) 729-4324
729-2739

Administrative Assistant
Nfld. Coordinating Council on Deafness
Box 9125, Peet Street
St. John's, Newfoundland
A1A 2X3

(709) 576-4592

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH
LIST OF VISUAL LANGUAGE INTERPRETERS IN ATLANTIC CANADA

Nova Scotia - SDHHNS Interpreters

1. Debbie Johnson
   - Secretary of State Certification
   - Many informal workshops
   - RID certification (Registry of Interpreters for Deaf)
   - Developed skills mostly on own [CODA]
2. Jeanne Foran (Educational Interpreter)
   - Attended SMU training program 1 yr
   - No other certification
3. Dawn LeBlanc (Community Liasion)
   - No formal training or certification
   - Used only in extreme emergency
4. Claire MacDonald (Full Time at SMU as Educational Int.)
   - Not available for SDHHNS to call as works full time
   - Attended SMU training program 1 yr
   - Secretary of State Certification
   - Apprenticed at SDHHNS
5. Sharon Pardy (mostly Educational)
   - Works for SDHHNS
   - No formal training or certification at all
6. Elanor MacDonald (Employment Counsellor)
   - Attended SMU training program
   - Not available because she is a FT Employment counsellor at SDHHNS
7. Julie Boyle (mostly Educational)
   - Attended SMU training program 1 yr
8. Peter Millman (mostly educational- post secondary level)
   - Attended SMU training program 1 yr
9. Denise Smith (from US)
   - Not active now as she has new children
   - RID certification from the US
10. Ava-Leigh Grace (Educational Interpreter)
    - Attended SMU training program 1 yr

11. Roselyn Boyle (Cape Breton Office Manager)
    - -Attended SMU training program 1 yr
    - -Does little interpreting as she is the office manager of the newly established SDHHNS office in Sydney

12. Laurie Bedford (Cape Breton Interpreter)
    - -Attended SMU training program 1 yr

13. Michelle Herx (Valley Area)
    - -newly returned to NS, not interpreting yet
    - -RID certification from US

Nova Scotia - Freelance

Lynn Turcotte Visual Language Interpreter Box 1592 Central Halifax, NS B3J 2Y3	SOS certification Attended SMU program FT educational interpreter
Katherine Ranioski Visual Language Interpreter Box 3654 South Halifax, NS B3J 3K6	SOS certification
Mary Ewing Visual Language Interpreter 2090 Shore Road Eastern Passage, NS B3G 1H5	Attended SMU program
Kathy Strugnell Visual Language Interpreter 27 Kent Street Halifax, NS B3M 2G2	Attended SMU program

Newfoundland - NCCD Staff Interpreters

1. Maureen Boone
    - -Attended Cabot College 1 yr
    - -Taken both parts of the new AVLIC CES

2. Aline Johnston
    - -RID (csc 2) **A distinction level given by RID**
    - -Attended Cabot College 1 yr
    - -Taken both parts of the new AVLIC CES

3. Ken Parsons
   - -RID (csc 2)
   - -Attended Cabot College 1 yr
   - -Taken both parts of the new AVLIC CES

4. Marguerite Pedegrew
   - -RID (csc 1)
   - -Attended Cabot College 1 yr
   - -Taken both parts of the new AVLIC CES

5. Carol Legge (Full time Educational Int. @ Avalon Com. Col.)
   - -Attended Cabot College 1 yr
   - -no other certification

New Brunswick - Freelance (Identified through SJHS)

1. Karen Quitton
   - -Attended SMU training program 10 months

2. Therese Robitaille
   - -Attended program at Grant McEwan College Edmtn. Alta.
   - -Taken half of the new AVLIC CES

3. Pam North
   - -Attended SMU training program 10 months

4. Ann Smith (Moncton Area)
   - -Secretary of State certification
   - -No formal training

5. Lois Clowater (Fredericton Area)
   - -Secretary of State certification
   - -No formal training

6. Ellen Flemming (Executive Director, SJHS)
   - -Attended SMU training program 14 months
   - -Too busy with the executive director's job to do much

Prince Edward Island

No trained, professional interpreters as of February 1992.

1991

DIRECTORY OF NATIONAL ORGANIZATIONS OF AND FOR DEAF AND HARD OF HEARING PEOPLE

**National Information
Center On Deafness**
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002-3695

This directory was developed with information provided by each organization. All of the organizations are national and nonprofit and provide information on deaf or hard of hearing people and/or specific professional or consumer areas of interest.

Each organization was asked to identify up to four descriptors that best describe the organization's focus. The codes are:

C	**Consumer and/or Advocacy**
E	**Educational**
F	**Funding Source**
I	**Information and/or Referral**
M	**Medical**
P	**Professional**
Rc	**Recreational**
R	**Religious**
Rs	**Research**
S	**Self-help/Support**
So	**Social**

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, INC.

EXEC. DIRECTOR-Donna McCord Dickman, Ph.D.
3417 Volta Place NW
Washington, DC 20007
Voice/TDD: (202) 337-5220
FAX: (202) 337-8314
PRESIDENT-William Castle, Ph.D.
PUBLICATIONS-***Volta Review*** (journal) ***Newsounds*** (newsletter) ***Our Kids Magazine***
Editors-David Conway ***(Volta Review)***
Brooke Rigler ***(Newsounds)***
Phyllis Feibelman ***(Our Kids)***
NAT'L CONVENTION-June 28-July 2, 1992, San Diego, Calif.

Gathers and disseminates information on hearing loss, promotes better public understanding of hearing loss in children and adults, provides scholarships, financial and parent infant awards, and promotes early detection of hearing loss in infants.
F I P S

AMERICAN ACADEMY OF OTOLARYNGOLOGY-HEAD AND NECK SURGERY

EXEC. VICE PRESIDENT-Jerome C. Goldstein, M.D.
One Prince St.
Alexandria, VA 22316
Voice: (703) 836-4444
FAX: (703) 683-5100
PRESIDENT-Richard L. Goode, M.D.
PUBLICATIONS-***Otolaryngology-Head and Neck Surgery*** (journal) ***The Bulletin*** (newsletter)
Editors-J. Gail Neely, M.D. ***(Otolaryngology)***
Jerome C. Goldstein, M.D. ***(The Bulletin)***
NAT'L CONVENTION-Sept. 22-26, 1991, Kansas City, Mo.

Promotes the art and science of medicine related to otolaryngology-head and neck surgery, including providing continuing medical education courses and publications. Distributes patient leaflets relating to ear problems and makes referrals to physicians.
M P

AMERICAN ATHLETIC ASSOCIATION OF THE DEAF

1052 Darling St.
Ogden, UT 84403
TDD: (801) 393-7916
FAX: (801) 393-2263
PRESIDENT-Martin Belsky
PUBLICATION-***AAAD Bulletin***
Editor-John F. Levesque
NAT'L CONVENTION-April 3-7, 1991, Atlantic City, N.J.; Sept. 18-22, 1991, Los Angeles, Calif.

Governing body for all deaf sports and recreation in the United States. Seventeen different sports organizations, such as the U.S. Deaf Skiers Association and the National Deaf Bowling Association, are affiliates of AAAD. Sponsors U.S. team to the World Games for the Deaf and other regional, national, and international competitions. Will host Deaf Sports Festival in 1992.
I So Rc

AMERICAN DEAFNESS AND REHABILITATION ASSOCIATION

P.O. Box 21554
Little Rock, AR 72225
Voice/TDD: (501) 663-7074
PRESIDENT-Gerald Buckley
PUBLICATIONS-***Journal of American Deafness and Rehabilitation Association, ADARA UPDATE Newsletter***
Editors-Dr. Raymond Trybus ***(Journal)***, Dr. Nancy Long ***(ADARA)***
NAT'L CONVENTION-May 22-24, 1991, Chicago, Ill.

Promotes and participates in quality human service delivery to deaf people through agencies and individuals. ADARA is a partnership of national organizations, local affiliates, professional sections, and individual members working together to support deafness, social services, and rehabilitation delivery.
I P

AMERICAN HEARING RESEARCH FOUNDATION

EXEC. DIRECTOR-William L. Lederer
55 E. Washington St., Suite 2022
Chicago, IL 60602
Voice: (312) 726-9670
PUBLICATION-***Newsletter***
Editor-William L. Lederer

Keeps physicians and laymen informed of latest developments in hearing research and education.
Rs

AMERICAN SOCIETY FOR DEAF CHILDREN

814 Thayer Ave.
Silver Spring, MD 20910
Voice/TDD: (800) 942-ASDC
PRESIDENT-Jeffrey Cohen
PUBLICATION-***The Endeavor***
Editor-Barbara Aschenbrenner

Membership organization providing information and support to parents and families with children who are deaf or hard of hearing. ASDC promotes Total Communication as a way of life for deaf children and their families.
C I S

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

EXEC. DIRECTOR-Dr. Frederick T. Spahr
10801 Rockville Pike
Rockville, MD 20852
Voice/TDD: (301) 897-5700
HELPLINE: (800) 638-8255
PRESIDENT-Dr. Patrick J. Carney
PUBLICATIONS-***Journal of Speech-Language-Hearing Research; American Journal of Audiology; American Journal of Speech-Language Pathology; Language Speech and Hearing Services in Schools***
Editor-Russell L. Malone, Ph.D.
NAT'L CONVENTION: Nov. 22-25, 1991, Atlanta, Ga.

A professional and scientific organization for speech-language pathologists and audiologists concerned with communication disorders. Provides informational materials and a toll-free HELPLINE number for consumers to inquire about speech, language, or hearing problems.
C I P Rs

AMERICAN TINNITUS ASSOCIATION

EXEC. DIRECTOR-Gloria E. Reich, Ph.D.
P.O. Box 5
Portland, OR 97207
Voice: (503) 248-9985
CHAIRMAN-Robert M. Johnson, Ph.D.
PUBLICATION-***Tinnitus Today***
Editor-Gloria E. Reich, Ph.D.
NAT'L CONVENTION: Sept. 22-26, 1991, Kansas City, Mo.

Provides information about tinnitus and referrals to local contacts/support groups nationwide. Also provides a bibliography service, funds scientific research related to tinnitus, and offers workshops for professionals. Works to promote public education about tinnitus.
I P Rs S

ARKANSAS REHABILITATION AND TRAINING CENTER ON DEAFNESS AND HEARING IMPAIRMENT

DIRECTOR-Douglas Watson, Ph.D.
University of Arkansas
4601 W. Markham St.
Little Rock, AR 72205
Voice/TDD: (501) 686-9691
FAX: (501) 686-9676

The center focuses on issues affecting the employability of deaf and hard of hearing rehabilitation clients—career assessment, career preparation, placement, career mobility, and advancement. Provides information and/or data bases related to the rehabilitation of deaf and hard of hearing people served by the federal/state Vocational Rehabilitation Program.
E P R

ASSOCIATION OF LATE-DEAFENED ADULTS

PRESIDENT-Bill Graham
P.O. Box 641763
Chicago, IL 60664
TDD: (312) 604-4192
FAX: (312) 604-5209
PUBLICATION-*ALDA NEWS*
Editor-Bill Graham
NAT'L CONVENTION-Oct. 24-27, 1991, Chicago, Ill.

Serves as a resource and information center for late-deafened adults and works to increase public awareness of the special needs of late-deafened adults.
C I S Se

AUDITORY-VERBAL INTERNATIONAL, INC.

PRESIDENT-Judith Simser
505 Cattell St.
Easton, PA 18042
Voice: (215) 253-6616
FAX: (215) 253-6709
PUBLICATION-*The AURICLE*
Editor-Warren Estabrookes

AVI is dedicated to helping children who have hearing losses learn to listen and speak. Promotes the Auditory Verbal Therapy approach which is based on the belief that the overwhelming majority of these children can hear and talk by using their residual hearing and hearing aids.
I M P Rs

BETTER HEARING INSTITUTE

EXEC. DIRECTOR-Joseph Rizzo
5021-B Backlick Road
Annandale, VA 22003
Voice: (703) 642-0580
Voice: 800-EAR-WELL
FAX: (703) 750-9302
PRESIDENT-Floyd Loupot
PUBLICATION-*The Communicator*
Editor-Michele D. Hartlove

Provides information on hearing loss, sources of assistance, doctor referrals, and more.
I S

BOYS TOWN NATIONAL RESEARCH HOSPITAL

EXEC. DIRECTOR-Patrick E. Brookhouser, M.D.
555 N. 30th St.
Omaha, NE 68131
Voice: (402) 498-6511
TDD: (402) 498-6543
FAX: (402) 498-6638

One of the world's most comprehensive research hospitals for communicatively disabled children. Also includes such programs as: Program for the Gifted Hearing Impaired, Center for Abused Handicapped Children, Parent/Child Workshops, Center for Childhood Deafness, and the Center for Hearing Research. The National Research Register for Heredity Hearing Loss identifies families willing to participate in ongoing studies.
E I M R

THE CAPTION CENTER

DIRECTOR-Larry Goldberg
125 Western Ave.
Boston, MA 02134
Voice/TDD: (617) 492-9225
FAX: (617) 562-0590
PUBLICATION-*Caption Center News*
Editor-Larry Goldberg

A nonprofit service of the WGBH Educational Foundation and the world's first television captioning agency. Produces captions for every segment of the entertainment and advertising industries and offers clients an array of services including off-line captions, real-time captions, and open captions. Software programs developed by the Caption Center enable agencies and schools to caption their own programs and events.
C I Rs

CAPTIONED FILMS/VIDEOS FOR THE DEAF

Modern Talking Picture Service, Inc.
PROJECT DIRECTOR-Don Zink
5000 Park St. N.
St. Petersburg, FL 33709
Voice/TDD: (800) 237-6213
FAX: (813) 546-0681
PUBLICATION-*Captioned Films/Video Newsletter*
Editors-Don Zink, Pat Conklin
NAT'L CONVENTION-April 9-12, 1991, Washington, D.C.

Free loans of educational and entertainment captioned films and videos for deaf and hard of hearing people. Also involved in evaluation and selection of educational videos for captioning.
I

CENTER FOR BICULTURAL STUDIES, INC.

CO-DIRECTORS-MJ Bienvenu and Betty Colonomos
5506 Kenilworth Ave., Suite 105
Riverdale, MD 20737
Voice: (301) 277-3945
TDD: (301) 277-3944
PRESIDENT-MJ Bienvenu
PUBLICATION-*TBC News*
Editor-Judith Treesberg

Promotes public education on interaction of deaf and hearing cultures and fosters public acceptance, understanding, and use of American Sign Language and other natural signed languages. Disseminates information, sponsors forums, public discussions, and video projects.
C E I

COCHLEAR IMPLANT CLUB INTERNATIONAL

PRESIDENT-Craig G. Carpenter
P.O. Box 464
Buffalo, NY 14223
Voice/TDD: (716) 838-4662
PUBLICATION-*CONTACT*
Editor-Clifford Cleary
NAT'L CONVENTION-May 24-26, 1991, Vail, Colo.

Provides information and support to implant users and their families, professionals, and the general public.
I C M S

CONFERENCE OF EDUCATIONAL ADMINISTRATORS SERVING THE DEAF

PRESIDENT: Barry L. Griffing, Ed.D.
P.O. Box 5545
Tucson, AZ 85703
Voice/TDD: (602) 628-5261
FAX: (602) 628-5092
PUBLICATIONS-*American Annals of the Deaf*
Gallaudet University
KDES, PAS 6
800 Florida Ave. NE
Washington, DC 20002-3695
Voice/TDD: (202) 651-5342
NAT'L CONVENTION-June 26-30, 1991, New Orleans, La.

Focuses on improvements in the education of deaf and hard of hearing people through research, personnel development, advocacy, and training.
F P R S

CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

PRESIDENT-Claire Bugen
P.O. Box 2025
Austin, TX 78768
Voice/TDD: (512) 441-2225
PUBLICATIONS-*American Annals of the Deaf, News n' Notes*
NAT'L CONVENTION-June 26-July 1, 1991, New Orleans, La.

An organization that promotes professional development, communication, and information among educators of deaf individuals and other interested people.
P

DEAF ARTISTS OF AMERICA, INC.

EXEC. DIRECTOR-Tom Willard
87 N. Clinton Ave., Suite 408
Rochester, NY 14604
Voice/TDD: (716) 325-2400
PRESIDENT-Val Nelson-Metlay
PUBLICATIONS-*UnchARTed: Exploring the World of Deaf Artists, DAA Artists Directory*
Editor-Tom Willard
NAT'L CONVENTION-July 1991, Rochester, N.Y.

Organized to bring support and recognition to deaf artists. Goals are to publish information about deaf artists, provide cultural and educational opportunities, exhibit and market deaf artists' work, and collect and disseminate information about deaf artists.
I P S

DEAFNESS AND COMMUNICATIVE DISORDERS BRANCH

BRANCH CHIEF-Wallace Babington
Rehabilitation Services Administration
Office of Special Education and Rehabilitative Services
Department of Education
330 C St. SW, Room 3303
Washington, DC 20202
Voice: (202) 732-1322, 1398
TDD: (202) 732-1330
FAX: (202) 732-1372

Promotes improved and expanded rehabilitation services for deaf and hard of hearing people and individuals with speech or language impairments. Provides technical assistance to RSA staff, state rehabilitation agencies, other public and private agencies, and individuals. Also provides funding for interpreter training and demonstration rehabilitation programs.
I F

DEAFNESS RESEARCH FOUNDATION

EXEC. DIRECTOR-Monte H. Jacoby
9 E. 38th St.
New York, NY 10016
Voice/TDD: (212) 684-6556
Voice/TDD: (800) 535-DEAF
FAX: (212) 779-2125
PRESIDENT- Robert J. Arrix
PUBLICATION-*The Receiver*
Editor-Ron Wudarsky

The nation's largest voluntary health organization, providing grants for fellowships, symposia, and research into causes, treatment, and prevention of all ear disorders. The DRF also provides information and referral services.
I Rs

DEAFPRIDE, INC.

EXEC. DIRECTOR-Ann Champ-Wilson
1350 Potomac Ave. SE
Washington, DC 20003
Voice/TDD: (202) 675-6700
FAX: (202) 547-0547
PRESIDENT-Jan DeLap
PUBLICATION-*The Deafpride Advocate*

Works for the human and civil rights of deaf people and their families. The organization's empowerment and advocacy program brings together a diversity of people to work against internalized and systemic oppression for individual and institutional change.
I C E D

THE EAR FOUNDATION

EXEC. DIRECTOR-Faith Hober Galbraith
2000 Church St.
Box 111
Nashville, TN 37236
Voice/TDD: (615) 329-7809
Voice/TDD: (800) 545-HEAR
FAX: (615) 340-4606
PRESIDENT-Michael E. Glosscock, III, M.D.
PUBLICATIONS-*OTOSCOPE, STEAD*
Editor-Sonya W. Tate

A national, not-for-profit organization committed to leading the effort for better hearing and balance through public and professional educational programs, support services, and applied research. Also ad-

ministers The Meniere's Network, a national network of patient support groups that provides people with the opportunity to share experiences and coping strategies.
I M P S

EPISCOPAL CONFERENCE OF THE DEAF

EXEC. SECRETARY-Rev. Elsa Pressentin
1616 Calle Santiago
Pleasanton, CA 94566
Voice: (415) 846-0845
TDD: (415) 462-1556
PRESIDENT-Rev. Roger Pickering
PUBLICATION-***The Deaf Episcopalian***
Editor-Rev. Virginia Nagel
NAT'L CONVENTION-1992, Washington, D.C.

Promotes ministry for deaf people throughout the Episcopal Church. Affiliated with approximately 50 congregations in the United States.
I R

GALLAUDET UNIVERSITY

PRESIDENT-Dr. I. King Jordan
800 Florida Ave. NE
Washington, DC 20002-3695
Voice/TDD: (202) 651-5000
PUBLICATION-***Gallaudet Today***
Editor-Vickie Walter

A comprehensive multipurpose educational institution serving deaf and hard of hearing individuals through education, research, and public service. Disseminates information through such units as the Gallaudet Bookstore, Gallaudet University Press, Gallaudet Research Institute, Pre-College Outreach, College for Continuing Education, Gallaudet Media Distribution Center, and the National Information Center on Deafness
E I C Rs

HEAR NOW

EXEC. DIRECTOR-Barbara Ricketts
4001 S. Magnolia Way, Suite 100
Denver, CO 80237
Voice/TDD: (303) 758-4919
Voice/TDD: (800) 648-HEAR
PRESIDENT-M. Bernice Dinner, Ph.D.
PUBLICATION-***HEAR NOW***
Editor-M. Bernice Dinner, Ph.D.

Committed to making technology accessible to deaf and hard of hearing individuals throughout the U.S. HEAR NOW raises funds to provide hearing aids, cochlear implants, and related services to children and adults who have hearing losses but do not have the financial resources to purchase their own device(s).
C F I P

HEATH RESOURCE CENTER

(Higher Education and Adult Training for people with Handicaps)
DIRECTOR-Rhona C. Hartman
One Dupont Circle
Washington, DC 20036
Voice/TDD: (202) 939-9320
Voice/TDD: (800) 544-3284
FAX: (202) 833-4760 (American Council on Education)
PUBLICATION-***Information from HEATH***
Editors-Rhona C. Hartman, Ann R. Davie

A national clearinghouse on postsecondary education for individuals with disabilities. HEATH disseminates information nationally about disability issues in postsecondary education. It offers free publications and a toll-free telephone service of use to administrators, service providers, teachers, instructors, rehabilitation counselors, health professionals, and individuals with disabilities and their families.
I C P S

HELEN KELLER NATIONAL CENTER FOR DEAF-BLIND YOUTHS AND ADULTS

DIRECTOR-Joseph J. McNulty
111 Middle Neck Road
Sands Point, NY 11050
Voice/TDD: (516) 944-8900
FAX: (516) 944-7302
PUBLICATIONS-***The Nat-Cent News, National Parent Newsletter, TAC Newsletter***
Editor-Dr. Robert J. Smithdas ***(News)***, Laura J. Thomas ***(Parent)***, Terry Carr ***(TAC)***

The national center and its 10 regional offices provide diagnosis evaluations, comprehensive vocational and personal adjustment training, and job preparation and placement for people who are deaf-blind from every state and territory. Field services include information and referral and advocacy and technical assistance to professionals, consumers, and families.
C E I P

HOUSE EAR INSTITUTE

2100 W. Third St.
Los Angeles, CA 90057
Voice: (213) 483-4431
TDD: (213) 484-2642
FAX: (213) 413-6739
PRESIDENT-John W. House, M.D.
PUBLICATION-***OTO Review***
Editor-Susan Hubler

National nonprofit organization that conducts research and provides information on hearing and balance disorders. The Center for Deaf Children does evaluation and therapy. Also offers professional and general public educational programs as well as KidSafe, Family Camp, and Young Adult Work Program for deaf children and families.
E I M Rs

INTERNATIONAL CATHOLIC DEAF ASSOCIATION

United States Section
EXEC. DIRECTOR-Robert L. Bates
814 Thayer Ave.
Silver Spring, MD 20910
TDD: (301) 588-4009
PRESIDENT-Donald Rosenkjar
PUBLICATION-***The Deaf Catholic***
NAT'L CONVENTION-July 7-13, 1991, Cleveland, Ohio

Promotes ministry for Catholic deaf people. Chapters are encouraged to arrange Sunday masses for deaf people in their local areas with the liturgy presented in sign language. Responds to spiritually related requests worldwide.
I R S

INTERNATIONAL LUTHERAN DEAF ASSOCIATION

1333 S. Kirkwood Road
St. Louis, MO 63122
Voice/TDD: (314) 965-9917, ext. 1315
PRESIDENT-Ronald Byington
PUBLICATION-***The Deaf Lutheran***
Editor-Lester Ahls
NAT'L CONVENTION-Aug. 1-4, 1991, Toledo, Ohio

Promotes ministry for deaf people throughout the Lutheran Church-Missouri Synod.
I R

JOHN TRACY CLINIC

EXEC. DIRECTOR-James H. Garrity, Ed.D.
806 W. Adams Blvd.
Los Angeles, CA 90007
Voice: (213) 748-5481
TDD: (213) 747-2924
Voice/TDD: (800) 522-4582
FAX: (213) 748-5481
PUBLICATION-***John Tracy Clinic Bulletin***
Editor-Lisa Flaxbeard

JTC is an educational facility for preschool-age children who have hearing losses and their families. Worldwide correspondence courses in English and Spanish are offered free of charge to parents whose children are of preschool age and are hard of hearing, deaf, or deaf-blind.
E I S

JUNIOR NATIONAL ASSOCIATION OF THE DEAF YOUTH PROGRAMS

COORDINATOR-Debbie Call
1278 Hillview Drive
Livermore, CA 94550
TDD: (415) 443-6558 (Home) or call NAD (see next entry)
PUBLICATION-***Junior NAD Newsletter***

Develops and promotes leadership skills among deaf and hard of hearing high school students by creating opportunities where students can get hands-on experience from the various Junior NAD extracurricular activities and summer Youth Leadership Camp.
I Rc So

NATIONAL ASSOCIATION OF THE DEAF

EXEC. DIRECTOR-Charles C. Estes
814 Thayer Ave.
Silver Spring, MD 20910
Voice: (301) 587-1788
TDD: (301) 587-1789
FAX: (301) 587-1791
PRESIDENT-Dr. Roslyn Rosen
PUBLICATIONS-***The NAD Broadcaster, The Deaf American***
Editors-Merv Garretson ***(Deaf American)***, Anita Farb, Charles C. Estes ***(The NAD Broadcaster)***
NAT'L CONVENTION-June 29-July 4, 1992, Denver, Colo.

The largest and oldest membership organization committed to improving the quality of products and services for deaf and hard of hearing people. Legislative advocate for equal access to communication and employment opportunities. Also: bookstore, deaf awareness programs, legal defense fund, public information center, publishing, youth programs, professional leadership, and Sign Instructors Guidance Network.
C I So

NATIONAL BLACK DEAF ADVOCATES

PRESIDENT-Carl M. Moore
c/o NTID/RIT, LBJ-1272
One Lomb Memorial Drive
Rochester, NY 14623
Voice: (716) 475-6367
Voice: (716) 475-6289
TDD: (716) 475-6756
NAT'L CONVENTION-Aug. 7-11, 1991, Memphis, Tenn.

Promotes leadership, deaf awareness, and active participation in the political, educational, and economic processes that affect the lives of black deaf citizens. Currently has 13 chapters.
C I S

NATIONAL CAPTIONING INSTITUTE

EXEC. DIRECTOR OF PUBLIC RELATIONS-Don Thieme
5203 Leesburg Pike
Falls Church, VA 22041
Voice/TDD: (703) 998-2400
Voice: (800) 533-9673
TDD: (800) 321-8337
PRESIDENT-John E. D. Ball
PUBLICATION-***Caption***

Provides closed-captioning service for television networks, program producers, cable-casters, producers of home entertainment videocassettes, advertisers, and

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Each organization was asked to identify up to four descriptors that best describe the organization's focus. The codes are:

C Consumer and/or Advocacy • **E** Educational • **F** Funding Source • **I** Information and/or Referral • **M** Medical • **P** Professional • **Rc** Recreational
R Religious • **Rs** Research • **S** Self-help/Support • **So** Social

other organizations in the federal and private sectors. Additionally, distributes TeleCaption decoders to retailers around the country.
I

NATIONAL CATHOLIC OFFICE OF THE DEAF

EXEC. DIRECTOR-Nora Letourneau, SSJ, Ph.D.
814 Thayer Ave.
Silver Spring, MD 20910
Voice/TDD: (301) 587-7992
TDD: (301) 585-5084
PUBLICATIONS-*Listening, RADAR*
Editor-Nora Letourneau, SSJ, Ph.D.
NAT'L CONVENTION-Jan. 27-Feb. 1, 1991, Anaheim, Calif.

Organizes workshops and provides information and teaching materials for religious education of deaf and hard of hearing people. Also coordinates preparation programs for pastoral workers and acts as an advocate for deaf people within the Catholic Church.
I P R

NATIONAL CENTER FOR LAW AND THE DEAF

LEGAL DIRECTOR-Sy DuBow
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002-3695
Voice/TDD: (202) 651-5373
FAX: (202) 651-5381
PUBLICATION-Special Legal Issue of *Gallaudet Today*

Develops and provides a variety of legal services and programs to the deaf community, including representation, counseling, information, and education.
I

NATIONAL CONGRESS OF JEWISH DEAF

EXEC. SECRETARY-Judy S. Gunter
c/o Temple Beth Solomon of the Deaf
Dr. Barbara Boyd
13580 Osborne St.
Arleta, CA 91331
Voice/TDD: (818) 896-6721
PRESIDENT-Dr. Barbara Boyd
PUBLICATION-*N.C.J.D. QUARTERLY*
Editor-Joshua Mandelsohn
NAT'L CONVENTION-June 24-29, 1992, Denver, Colo.

Advocates for religious, educational, and cultural ideals and fellowship for Jewish deaf people. Conducts workshops for rabbis, parents of deaf children, and interpreters. Works with 20 affiliates and maintains a Hall of Fame.
C F I R

NATIONAL CUED SPEECH ASSOCIATION

EXEC. DIRECTOR-Mary Elsie Daisey
1615-B Oberlin Road
P.O. Box 31345
Raleigh, NC 27622
Voice/TDD: (919) 828-1218
PRESIDENT-Pamela H. Beck
PUBLICATIONS-*On Cue, Cued Speech Journal, On Cue Newsflash*
Editors-Barbara Caldwell *(On Cue)*, Dr. Carol J. Boggs *(Journal)*, Mary Ann Flanagan *(Newsflash)*
NAT'L CONVENTION-July 1992, San Diego, Calif.

Membership organization that provides advocacy and support regarding use of Cued Speech. Information and services are provided for deaf and hard of hearing people of all ages, their families and friends, and professionals who work with them.
I C S P

NATIONAL FRATERNAL SOCIETY OF THE DEAF

GRAND PRESIDENT-Robert R. Anderson
1300 W. Northwest Highway
Mt. Prospect, IL 60056
Voice: (708) 392-9282
TDD: (708) 392-1409
Voice/TDD: (800) 876-NFSD
PUBLICATION-*The Frat*
Editor-Robert R. Anderson
NAT'L CONVENTION-July 8-14, 1991, Milwaukee, Wis.

Works in the area of life insurance and advocacy for deaf people. Has 92 chapters across the country.
I C S

NATIONAL HEARING AID SOCIETY

ACTING DIRECTOR-Robin L. Holm
20361 Middlebelt Road
Livonia, MI 48152
Voice: (313) 478-2610
Voice: (800) 521-5247 Hearing Aid Helpline
FAX: (313) 478-4520
PRESIDENT-Michael K. Stone
PUBLICATION-*Audecibel*
Editor-Lois M. White
NAT'L CONVENTION-Oct. 23-27, 1991, Reno, Nev.

Professional association of specialists who test hearing and select, fit, and dispense hearing instruments. The society conducts programs of competence qualifications, education, and training, and promotes specialty-level accreditation. The Hearing Aid Helpline provides consumer information and referral.
I C P

NATIONAL INFORMATION CENTER FOR CHILDREN AND YOUTH WITH HANDICAPS

EXEC. DIRECTOR-Carol Valdivieso
P.O. Box 1492
Washington, DC 20013
Voice/TDD: (703) 893-6061
Voice/TDD: (800) 999-5599
PUBLICATIONS-*NICHCY News Digest, Transition Summary*
Editor-Carol Valdivieso

NICHCY collects and shares information that is helpful for children and youth with disabilities and the people who care for and about them. Also sponsors workshops and publishes newsletters.
C I

NATIONAL INFORMATION CENTER ON DEAFNESS

DIRECTOR-Loraine DiPietro
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002-3695
Voice: (202) 651-5051
TDD: (202) 651-5052
FAX: (202) 651-5054

Serves as a centralized source of up-to-date, objective information on topics dealing with deafness and hearing loss. NICD collects, develops, and disseminates information about all aspects of hearing loss and services offered to deaf and hard of hearing people across the nation. Also provides information about Gallaudet University.
I

NATIONAL INSTITUTE ON DEAFNESS AND OTHER COMMUNICATION DISORDERS

DIRECTOR-Dr. James B. Snow
National Institutes of Health
Building 31, Room 3C-35
9000 Rockville Pike
Bethesda, MD 20892
Voice: (301) 496-7243
TDD: (301) 402-0252
FAX: (301) 402-0018

NIDCD conducts and supports research and research training on normal mechanisms as well as diseases and disorders of hearing, balance, smell, taste, voice, speech, and language.
I F P Rs

THE NATIONAL REHABILITATION INFORMATION CENTER

DIRECTOR-Mark Odum
8455 Colesville Road, Suite 935
Silver Spring, MD 20910
Voice/TDD: (301) 588-9284
Voice/TDD: (800) 346-2742
FAX: (301) 587-1967
PUBLICATION-*NARIC Quarterly*
Editor-Adele Kirk

Provides information and referral services on disability and rehabilitation, including quick information and referral, data base searches of the bibliographic data base REHABDATA, and document delivery.
I

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

DIRECTOR-Dr. William E. Castle
Rochester Institute of Technology
Public Information Office
One Lomb Memorial Drive
P.O. Box 9887
Rochester, NY 14623
Voice: (716) 475-6400
TDD: (716) 475-2181
FAX: (716) 457-6500
PUBLICATION-*NTID Focus*
Editor-Lynn Bohlman

Provides technological postsecondary education to deaf and hard of hearing students. Disseminates informational materials and instructional videotapes on deafness and related areas.
E I

THE NATIONAL THEATRE OF THE DEAF

ARTISTIC DIRECTOR-David Hays
The Hazel E. Stark Center
Chester, CT 06412
Voice: (203) 526-4971
TDD: (203) 526-4974
FAX: (203) 526-9732
DIRECTOR (Professional School)-Andrew J. Vasnick
DIRECTOR (Deaf Playwright's Conference)-Shanny Mow
PUBLICATION-*NTD Newsletter*

Concerned with artistic and theatrical professional development of deaf actors and actresses. Tours the United States and abroad. Also presents Little Theatre of the Deaf productions in schools, theaters, museums, and libraries. Sponsors a professional school with full scholarships available for deaf people interested in theater.
C E I

QUOTA INTERNATIONAL, INC.

EXEC. DIRECTOR-Kathleen W. Thomas, CAE
1420 21st St. NW
Washington, DC 20036
Voice/TDD: (202) 331-9694
FAX: (202) 331-4395
PRESIDENT-Edith Scheutzow
PUBLICATION-*The Quotarian*
NAT'L CONVENTION- July 1991, Ottawa, Canada

Major service project, Shatter Silence, serves individuals with hearing losses and speech impairments. Offers fellowships and annual outstanding Deaf Woman of the Year Program.
I F

RAINBOW ALLIANCE OF THE DEAF

PRESIDENT-Marlena D. Rosendahl
P.O. Box 513
Mt. Rainier, MD 20712
TDD: (301) 585-0056
PUBLICATION-*Tattler*
Editor-Ernest Hoffman
NAT'L CONVENTION-July 1-7, 1991, Dallas, Texas

RAD is a national organization serving the deaf gay and lesbian community. Represents 21 chapters throughout the United States and two in Canada.
I S So

REGISTRY OF INTERPRETERS FOR THE DEAF, INC.

EXEC. DIRECTOR-Sylvia A. Straub, Ph.D.
8719 Colesville Road, Suite 310
Silver Spring, MD 20910
Voice/TDD: (301) 608-0050
FAX: (301) 608-0508
PRESIDENT-Jan Kanda, Ed.D.
PUBLICATION-*Views*
Editors-Sylvia A. Straub, Beth Stancliff
NAT'L CONVENTION-Aug. 6-11, 1991, Bethesda, Md.

A professional organization that certifies interpreters and provides information on interpreting to the general public.
I P

THE SEE CENTER FOR THE ADVANCEMENT OF DEAF CHILDREN

DIRECTOR-Dr. Gerilee Gustason
Main Office: P.O. Box 1181
Los Alamitos, CA 90720
Voice/TDD: (213) 430-1467
Branch Office: San Jose State University
Division of Special Education
Washington Square
San Jose, CA 95192
Voice: (408) 924-3784
TDD: (408) 924-3782
FAX:(408) 924-3713
PRESIDENT-David Zawolkow
PUBLICATION-*SEE: What's Happening*
Editors-Jane Krahe, Kathy Williams

Information and referral for parents and educators on deafness-related topics and Signing Exact English (SEE). Provides evaluation of sign skills, workshops, and consulting services related to communication in general and SEE in particular.
E I

SELF HELP FOR HARD OF HEARING PEOPLE, INC.

EXEC. DIRECTOR-Howard E. "Rocky" Stone
7800 Wisconsin Ave.
Bethesda, MD 20814
Voice: (301) 657-2248
TDD: (301) 657-2249
FAX: (301) 913-9413
PRESIDENT-Warren Barnett
PUBLICATION-*SHHH* (journal)
Editor-Barbara Harris
NAT'L CONVENTION- June 28-July 1, 1991, Denver, Colo.

Promotes awareness and information about hearing loss, communication, assistive devices, and alternative communication skills through publications, exhibits, and presentations.
I C S

TELECOMMUNICATIONS FOR THE DEAF, INC.

EXEC. DIRECTOR-Alfred Sonnenstrahl
8719 Colesville Road, Suite 300
Silver Spring, MD 20910
Voice: (301) 589-3786
TDD: (301) 589-3006
PRESIDENT-Seymour Bernstein
PUBLICATIONS-*GA-SK* (newsletter), *International Telephone Directory of TDD Users* (annual directory)
Editor-Alfred Sonnenstrahl

A TDD/PC consumer-oriented organization that sells caption decoders and a directory for deaf people. Supports legislation relating to, and advocates the use of TDDs, ASCII code, Emergency Access (911), telecaptioning, and visual alerting systems in the public, private, and government sectors.
C I

TELE-CONSUMER HOTLINE

ASSISTANT DIRECTOR-David Baquis
1910 K St. NW, Suite 610
Washington, DC 20006
Voice/TDD: (202) 223-4371
Voice/TDD: (800) 332-1124

Nonprofit, independent, and impartial telephone consumer information service. Provides free telephone assistance and publications on special telephone equipment, TDD directories, choosing a long distance company, selecting a phone, money saving tips, and more.
C I

TRIPOD

EXEC. DIRECTOR-Carl J. Kirchner
2901 N. Keystone St.
Burbank, CA 91504
Voice/TDD: (818) 972-2080
Voice/TDD: (800) 352-8888
Voice/TDD: (800) 2-TRIPOD (Calif. only)
FAX: (818) 972-2090
PRESIDENT-Megan Williams
PUBLICATION-*SENSE*
Editor-Kris Stout

Provides a national toll-free hotline for parents and other people wanting information about rearing and educating deaf children. TRIPOD operates a model parent/infant/toddler program, Montessori preschool, and an elementary mainstream program for hearing, deaf, and hard of hearing children.
C E I Rs

VESTIBULAR DISORDERS ASSOCIATION

EXEC. DIRECTOR-Jerry Underwood
1015 NW 22nd Ave., D 230
Portland, OR 97210
Voice: (503) 229-7705
PRESIDENT-George Zarzana
PUBLICATION-*On the Level*
Editors-Jerry and June Underwood

Provides information and support for people with inner-ear vestibular disorders and develops awareness of the issues surrounding these disorders.
I M S

WORLD FEDERATION OF THE DEAF

GENERAL SECRETARY-Liisa Kauppinen
Ilkantie 4, P.O. Box 65
SF-00401 Helsinki, Finland
(From U.S. dial 011 first.)
Voice: 358-0-58031
FAX: 358-0-580-3770
PRESIDENT-Dr. Yerker Andersson
PUBLICATION-*WFD NEWS*
Editor-Antti Makipaa
CONVENTION-World Congress July 2-11, 1991, Tokyo, Japan

The WFD maintains cooperation among national federations of deaf people and promotes the exchange of research findings, ideas, and reports. The WFD keeps a list of scientists and researchers and publicizes their findings after approval. Also encourages national federations of deaf people to establish aid programs for deaf people in developing countries. WFD has a consultative status in the United Nations structure.
C I Rs

WORLD RECREATION ASSOCIATION OF THE DEAF, INC./USA

PRESIDENT-Bruce Gross
P.O. Box 3211
Quartz Hill, CA 93586
TDD: (805) 943-8879
FAX: (805) 943-6112
PUBLICATION-*WRAD NEWS*
Editor-Pauletter Caswell
NAT'L CONVENTION-June 25-30, 1991, Great Smoky National Park, Tenn.

Established to foster the development of innovation in recreational and cultural activities for the deaf and hard of hearing community.
I P Rc Se

Please let us know of other organizations that should be added to this directory. Send all changes or corrections to:

National Information Center on Deafness • Directory Update • Gallaudet University • 800 Florida Ave. NE • Washington, DC 20002-3695

(433)20/M-2/91

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STATE COMMISSIONS/OFFICES ON DEAFNESS

State commissions or state offices are mandated to serve deaf and hard of hearing people. While the scope of services differs from state to state, these programs provide a variety of valuable services. Among the functions are advocacy, information gathering and dissemination, referral to appropriate agencies, interpreting services, statewide planning, and job placement and development.

NOTE: For those states that do not have commissions or state offices we have listed the state coordinators of rehabilitation services for deaf people.

ALABAMA
Division of Rehabilitation and Crippled Children Services
State Coordinator: Earl Lindsay
(205) 281-8780 V/TDD

ALASKA
Division of Vocational Rehabilitation
State Coordinator: Duane Mays
(907) 561-4466 V
(907) 563-1992 TDD

ARIZONA
Arizona Council for the Hearing Impaired
Exec. Director: Stuart Brackney
(602) 542-3323 V/TDD
(800) 352-8161 in Ariz.

ARKANSAS
Office of the Deaf and Hearing Impaired
Asst. Deputy Director: Gloria Wright
(501) 682-6667 V/TDD
(501) 682-6669 TDD

CALIFORNIA
State Office of Deaf Access
Chief: Fred Lewis
(916) 445-3039 V
(916) 445-8445 TDD

COLORADO
Division of Rehabilitation
Acting State Coordinator: Cheryl Blehm-Poskus
(303) 866-4390 V
(303) 866-3258 TDD

CONNECTICUT
Connecticut Commission on the Deaf and Hearing Impaired
Exec. Director: Barbara Brasel
(203) 566-7414 V/TDD
(203) 566-4826 V/TDD

DELAWARE
Division of Vocational Rehabilitation
State Coordinator: Ann Gasser
(302) 571-2850 V/TDD

DISTRICT OF COLUMBIA
D.C. Rehabilitation Services Administration
State Coordinator: Marlene Jones-Kinney
(202) 727-0981 V/TDD

FLORIDA
Florida Council for the Hearing Impaired
Director: Bob Dempsy
(800) 451-4327 V/TDD in Fla.
(904) 488-5087 V/TDD

GEORGIA
Division of Rehabilitation Services
Program Coordinator: Dennis Fennell
(404) 894-7554 V/TDD
(404) 894-5613 V/TDD

HAWAII
Division of Vocational Rehabilitation
State Coordinator: Fae Chun
(808) 586-5369 V/TDD

IDAHO
Division of Vocational Rehabilitation
State Coordinator: Larry Smith
(208) 334-3390 V/TDD

ILLINOIS
Division of Services for the Hearing Impaired
State Coordinator: Kris Miling
(217) 785-9304 V/TDD

INDIANA
Office of the Deaf and Hearing Impaired Services
Director: Jerome W. Freeman
(317) 232-1143 V/TDD

IOWA
Deaf Services Commission of Iowa
Administrator: Diana Leonard
(515) 281-3164 V/TDD

KANSAS
Kansas Commission for the Deaf and Hearing Impaired
Exec. Director: Brenda J. Eddy
(913) 296-2874 V/TDD
(800) 432-0698 V/TDD in Kan.

KENTUCKY
Kentucky Commission on the Deaf and Hearing Impaired
Exec. Director: William Rogers
(502) 564-2604 V/TDD
(800) 372-2907 in Ky.

LOUISIANA
Louisiana Commission for the Deaf
Interim Exec. Director: Daniel Burch
(504) 769-8160 Ext. 340 V/TDD
(800) 256-1523 V/TDD in La

MAINE
Bureau of Rehabilitation Services
Division of Deafness
State Coordinator: Norm Perrin
(207) 626-5318 V
(207) 626-5322 V/TDD

MARYLAND
Maryland Division of Vocational Rehabilitation
State Coordinator: Bona Achinanya
(301) 554-3278 V
(301) 554-3277 TDD

MASSACHUSETTS
Massachusetts Commission for the Deaf and Hard of Hearing
Commissioner: Barbara Jean Wood
(617) 727-5106 V/TDD
(800) 882-1155 V/TDD in Mass

MICHIGAN
Michigan Department of Labor
Director: Christopher Hunter
(517) 373-0378 V/TDD

MINNESOTA
Division of Vocational Rehabilitation Services
State Coordinator: Paul Bridges
(612) 341-7107 V
(612) 341-7492 TDD

MISSISSIPPI
Vocational Rehabilitation Services
State Coordinator: Stephanie Buell
(601) 354-6830 V/TDD

MISSOURI
Missouri Commission for the Deaf
Exec. Director: Claude Stout
(314) 592-4030 V/TDD

MONTANA
Rehabilitative Services Division
Field Services Bureau Contact: Art Hart
(406) 444-2590 V/TDD

NEBRASKA
Nebraska Commission for the Hearing Impaired
Exec. Director: Tanya Wendel
(402) 471-3593 V/TDD

NEVADA
Rehabilitation Division
Contact: Elaine Smith
(702) 687-4452 V
(702) 687-4440 V/TDD

NEW HAMPSHIRE
Program for the Deaf and Hard of Hearing
State Coordinator: Susan Auerbach
(603) 271-3471 V/TDD

NEW JERSEY
Department of Human Services
Director: Richard Herring
(609) 984-7281 V/TDD

NEW MEXICO
Vocational Rehabilitation Division
Contact: Jose Torres
(505) 827-3510 V/TDD

NEW YORK
Office of Vocational and Educational Services for Individuals with Disabilities
(518) 473-8097 V
(518) 473-8467 TDD

NORTH CAROLINA
Department of Human Resources
Director: William Peace
(919) 733-5199 V
(919) 733-5930 TDD

NORTH DAKOTA
Division of Vocational Rehabilitation
State Coordinator: George Saiki
(701) 224-2907 V
(701) 224-2699 TDD

OHIO
Rehabilitation Services Commission
State Coordinator: Carlton (Skip) Bergquist
(614) 438-1325 V/TDD
(800) 282-4536 V/TDD

OKLAHOMA
Services to the Deaf and Hearing Impaired
State Coordinator: Ed Minnis
(405) 424-4311 Ext. 2920 V
(405) 424-2794 TDD

OREGON
Oregon Disabilities Commission
State Coordinator: Carl Garner
(503) 378-2483 V
(503) 378-3599 TDD

PENNSYLVANIA
Office for the Hearing Impaired
Director: Sandy Duncan
(717) 783-4912 V/TDD
(717) 783-4913 V/TDD
(800) 233-3008 V/TDD in Pa.

PUERTO RICO
Vocational Rehabilitation
Program Director: Ida Luis Matos
(809) 763-5237 V/TDD

RHODE ISLAND
Vocational Rehabilitation Services
Acting Administrator: William A. Messore
(401) 421-7005 V
(401) 421-7016 TDD

SOUTH CAROLINA
Vocational Rehabilitation Department
State Coordinator: Larry M. Harrelson
(803) 822-5313 V/TDD

SOUTH DAKOTA
Communication Services for the Deaf
Director: Benjamin Soukup
(605) 339-6718 V/TDD

TENNESSEE
Tennessee Council for the Hearing Impaired
Exec. Director: Dereama Sherril
(615) 741-5644 V/TDD

TEXAS
Texas Commission for the Deaf
Exec. Director: Larry Evans
(512) 444-3323 V/TDD

UTAH
Utah State Office of Rehabilitation
Administrator: Gene Stewart
(801) 538-7530 V/TDD

VERMONT
Vocational Rehabilitation Division
State Coordinator: Rene Pellerin
(802) 241-2186 V/TDD

VIRGINIA
Virginia Department for the Deaf and Hard of Hearing
Acting Director: Kathy Vesley
(804) 225-2570 V/TDD
(800) 552-7917 in Va.

VIRGIN ISLANDS
Disabilities and Rehabilitation Services
District Chief: Lois Thomas
(809) 773-2323 Ext. 162 V

WASHINGTON
Division of Vocational Rehabilitation
State Coordinator: Ann Janni
(206) 753-0329 V
(206) 753-5473 TDD

WEST VIRGINIA
West Virginia Commission for the Hearing Impaired
Exec. Director: J. Rex Purvis
(304) 348-2175 V/TDD

WISCONSIN
Department of Health and Social Services
Director: Arvilla Rank
(608) 266-8081 V/TDD
(608) 266-8083 TDD

WYOMING
Division of Vocational Rehabilitation
State Coordinator: Carl Shapard
(307) 856-2393 V/TDD

Programs for Training Interpreters for the Deaf

Arizona

Pima Community College
Interpreter Training Prgm.
2202 W. Anklam Rd.
Tucson 85709
Tel 602 884 6974/TTY Same
Dir: J. Laurence Hayes, M.S.
Program Level—A.A.A.

University of Arizona
Rehabilitation Dept.
College of Education
Tucson 85721
Tel 602 621 1860/TTY same
Dir: Amos Sales, Ed.D.
Program Level—B.A.

Arkansas

Univ. of Arkansas at Little Rock
Interpreter Training Prgm.
Dept. of Rehab. & Spec. Educ.
2801 S. University Ave.
Little Rock 72204
Tel 501 569 3169/TTY same
Dir: Myra Taff-Watson, M.A.
Program Level—A.A.

California

Ohlone College
Interpreter Training Prgm.
43600 Mission Blvd.
Fremont 94539
Tel 415 659 6274/TTY 659 6275
Dir: Shelley Lawrence
Program Level—Cert, A.A.

Golden West College
Interpreting for Deaf People
15744 Golden West St.
Huntington Beach 92647
Tel 714 962 4607/895 8221/TTY 962 4607
Dir: Paul M. Culton, Ed.D.
Program Level—Cert, A.A.

California State Univ., Northridge
Deaf Studies
Monterey Hall #222,
18111 Nordhoff St.
Northridge 91330
Tel 818 885 2596/TTY 885 2535
Dir: Lawrence R. Fleischer, Ph.D.
Program Level—B.A.

American River College
Sign Language Studies
4700 College Oak Drive
Sacramento 95841
Tel 916 484 8382/TTY 484 8365
Dir: Lyle A. Hinks, M.A.
Program Level—A.A.

San Diego Mesa College
Sign Language Interp. (Spec. Educ. Dept.)
7250 Mesa College Drive
San Diego 92111
Tel 619 560 2780/TTY 277 1968
Dir: Diane Glow, Ed.D.
Program Level—Cert, A.A.

El Camino College
Sign Lang./Interp. Trng. Prgm.
16007 Crenshaw Blvd.
Torrance 90056
Tel 213 532 3670/TTY 327 1718
Dir: Sandra Bartiromo, M.A.
Program Level—Cert, A.A.

Colorado

Front Range Community College
Interpreter Training Prgm.
3645 W. 112th Ave.
Westminster 80030
Tel 303 466 8811, Ext. 533/TTY same
Dir: Lindsey Antle, M.A.
Program Level—Cert, A.A.

Connecticut

Northwestern Connecticut Community College
Career Education f/t Deaf
Park Place East
Winsted 06098
Tel 203 379 8543
Coord: Albert T. Pimentel
Program Level—Cert, A.A.

District of Columbia

Gallaudet University
Interp./Translit. Instruction
800 Florida Ave., NE
Washington 20002
Tel 202 651 5450/TTY same
Chair: Robert E. Johnson
Program Level—B.A.

Florida

***Florida Junior College**
Adult & Continuing Educ.
4501 Capper Rd.
Jacksonville 32218
Tel 904 757 6241/TTY same
Dir: Lloyd G. Watkins, Ed.D.
Program Level—Non-degree

****Northeast Florida Educ. Consortium**
Sign Language/Interpreter Trng. Prgm.
C/O F.S.D.B. 207 N. San Marco Ave.
St. Augustine 32084
Tel 904 824 1654/TTY same
Dir: Shannon C. Simon
Program Level—Non-degree

Florida Community College/Jacksonville
4501 Capper Road
Jacksonville 32223
Tel 904 757 6366/TTY same
Dir: Tonnie Minor
Program Level—A.A.

Georgia

Dekalb Community College
Interpreter Trng. Prgm.
555 N. Indian Creek Dr.
Clarkston 30021
Tel 404 299 4038/TTY same
Coord: Dot Shaw
Program Level—Cert, A.S.

Hawaii

Kapiolani Community College
SIGN LANGUAGE
Interpreting Office of Community Service
4303 Diamond Head Road
Honolulu 96816
Tel 808 734 9211/TTY same
Coord: Jane F. Kelleher, Ph.D.
Program Level—Non-degree

Idaho

College of Southern Idaho
Sign Lang./Interp. Trng. Prgm.
P.O. Box 1238
Twin Falls 83301
Tel 208 733 9554, Ext. 316, 335/TTY Ext. 316, 310
Dir: Madeline J. Hartwell, M.Ed.
Program Level—A.A., A.S., Cert.

Illinois

William Rainey Harper College
Interpreter Trng. Prgm.
Algonquin & Roselle Roads
Palatine 60067
Tel 312 397 3000/TTY 397 7600
Dir: Sally Ann Koziar, M.Ed.
Program Level—Non-degree

Waubonsee Community College
Interpreter Trng. Prgm.
5 E. Galena Blvd
Aurora 60506
Tel 312 892 3334, Ext. 145/TTY same
Dir: Robert W. Baker, M.A.
Program Level—Cert, A.A.S.

Iowa

Iowa Western Community College
Interpreter Trng. Prgm.
2700 College Road, Box 4-C
Council Bluffs, 51502
Tel 712 325 3214/TTY 325 3303
Dir: Richard Hagen, B.A.
Program Level—A.A.S.

Kansas

Johnson County Community College
Interpreter Trng. Prgm.
12345 College Blvd. at Quivera
Overland Park 62210-1299
Tel 913 469 8500, Ext. 3107/TTY same
Dir: Bern Jones, M.Ed.
Program Level—A.A.S.

Louisiana

Delgado Community College
Manual Commun./Interpreter Training
615 City Park Ave.
New Orleans 70119
Tel 504 483 4094/TTY same
Dir: Jacqueline Vidrine, Ph.D.
Program Level—One year Cert.

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Maryland

Catonsville Community College
Interpreting f/t Deaf
800 S. Rolling Rd.
Baltimore 21228
Tel 301 455 4474/TTY same
Act. Coord: Sandra G. Brown
Program Level—Non-Degree Cert.

Massachusetts

Northeastern University
Sign Language Programs
360 Huntington Avenue
276 Holmes Hall
Boston 02115
Tel 617 437 3064/TTY 437 3067
Program Level—Cert, Non-degree

Michigan

Mott Community College
Interpreter Trng. Prgm.
1401 E. Court St.
Flint 48502-2383
Tel 313 762 0272/TTY 762 0470
Dir: Linda Lee Massoud, M.A.
Program Level—Cert, A.A.

Lansing Community College
Dept. of Communication
419 N. Capitol Ave.
Lansing 48820
Tel 517 483 1040/TTY same
Dir: George R. Bramer, Ph.D.
Program Level—Non-degree, A.A.S.

Madonna College
Sign Lang. Studies/Interpreting
36600 Schoolcraft Rd.
Livonia 48150
Tel 313 591 5131/TTY 591 9266
Chair: Kenneth O. Rust, M.A.
Program Level—Cert, B.A., A.A.

Minnesota

St. Paul Technical Vocational Inst.
Interpreter Trng. Prgm.
235 Marshall Ave.
St. Paul 55102
Tel 612 221 1337/TTY same
Dir: Robert Lauritsen, M.A.
Program Level—Non-degree, A.A., B.A. in Future

New Hampshire

New Hampshire Voc./Tech. College
Interpreter-Tutor Trng. Prgm.
Hanover St Extension
Claremont 03743
Tel 603 542 7744/TTY same
Dir: Patricia Stawasz, B.G.S.
Program Level—Non-degree Dipl, A.A.

Univ. of New Hampshire at Manchester
Sign Language Interpreting
220 Hackett Hill Road
Manchester 03102
Tel 603 668 0700
Dir: Laurie A. Swabey, M.Ed.
Program Level—Cert, A.S.

New Jersey

Union County College
Interpreters for Deaf Prgm.
1033 Springfield Ave.
Cranford 07016
Tel 201 276 2600/TTY 276 5072
Dir: Eileen Forestal, M.Ed.
Program Level—Cert, A.A.S.

New York

National Technical Institute f/t Deaf at RIT
Support Service Education
One Lomb Memorial Drive
P.O. Box 9887
Rochester 14623-0887
Tel 716 475 6313/TTY same
Dir: Gary E. Mowl, A.A.S.
Program Level—A.A.S. (Educational Interp.)

North Carolina

Gardner-Webb College
Interpreter Trng.
Box 275
Boiling Springs 28017
Tel 704 434 2361/TTY 434 2371
Dir: Connie D. King, M.A.
Program Level—Non-Degree, A.A., Minor in B.A.

Central Piedmont Community College
PO. Box 35009
Charlotte 28235
Tel 704 373 6829/TTY same
Dir: Jona Maiorano, B.S.
Program Level—Non-degree, A.A.

Ohio

Columbus Technical Institute
Interp./Translit. Technology
550 E. Spring St., Box 1609
Columbus 43216
Tel 614 227 2535/TTY same
Dir: Janet S. Dobecki, M.A.
Program Level—A.A.

Sinclair Community College
Manual Communication Prgm.
444 West Third St.
Dayton 45420
Tel 513 226 2722/TTY same
Dir: Doris Miller
Program Level—A.A.

Oklahoma

East Central University
Human Resources Dept.
Ada 74820
Tel 405 332 8000
Dir: Richard Baumgartner, Ph.D.
Program Level—B.A.

Oklahoma State University
The Technical Branch
Hearing Impaired Program
900 N. Portland
Oklahoma City 73102
Tel 405 947 4421
Dir: Linda K. Lamirande

Tulsa Junior College
Interpreter Trng. Prgm.
3727 E. Apache
Tulsa 74017
Tel 918 834 5071/TTY 834 0426
Dir: Julie Woodruff, M.A.
Program Level—Non-degree, A.A.

Oregon

Western Oregon State College
Interpreter Prep: Deafness Prgm.
Monmouth Ave.
Monmouth 97361
Tel 503 838 1220, Ext. 444/TTY 838 5151
Act. Dir: Eileen McCaffrey, Ed.M.
Program Level—Non-degree, A.A., Currenty working on A.S.

Portland Community College
Interpreter Trng. Prgm., TH 401
12000 SW 49th Ave.
Portland 97219
Tel 503 283 2541, Ext. 354/TTY 240 5310
Dir: Becky Robinson, B.S.
Program Level—Cert, A.A.S.

Pennsylvania

Bloomsburg University
Sign Lang./Interpreter Trng. Prgm.
Bloomsburg 17815
Tel 717 389 4076/TTY same
Dir: Joanne Jackowski, C.S.C.
Program Level—Cert, B.S.

Mount Aloysius Junior College
Interpreter Trng. Prgm.
William Penn Hwy.
Cresson 16630
Tel 814 886 4131/TTY 886 5533
Dir: Diana M. Saunders, M.Ed.
Program Level—A.A.

Community College of Philadelphia
Center on Disability
1700 Spring Garden St.
Philadelphia 19130
Tel 215 751 8050/TTY same
Dir: Eve West, M.Ed.
Program Level—A.A.

Tennessee

Chattanooga State Tech. Community College
Interpreter Trng. Prgm.
4501 Amnicola Hwy.
Chattanooga 37406-1097
Tel 615 697 4440/TTY 697 4415
Coord: Beatrice R. Lyons, M.S.
Program Level—A.A.S.

University of Tennessee
Dept. of Spec. Educ. & Rehab.
117 Claxton Addition
Knoxville 37996-3400
Tel 615 974 2321/TTY same
Dir: William E. Woodrick, M.S.
Program Level—Non-degree, A.A.

Maryville College
Sign Lang./Interpreting
Box 2849
Maryville 37801
Tel 615 982 6412, Ext. 306/TTY same
Coord: Irma Kleeb Young
Program Level—B.A.

Texas

El Paso Community College
Paraprofessionals f/t H-I
919 Hunter, P.O. Box 20500
El Paso 79998
Tel 915 592 2432/TTY same
Dir: Mary L. Mooney
Program Level—Cert, A.A.

Tarrant Community Junior College, NW Campus
Interpreting f/t Deaf
4801 Marine Creek Parkway
Ft. Worth 76179
Tel 817 232 2900, Ext. 417/TTY 232 3892
Dir: Michael E. Cinatl, M.S.
Program Level—A.A.

Eastfield College
Training Paraprofessionals
3737 Motley Dr.
Mesquite 75150
Tel 214 324 7156/TTY same
Dir: Ursula Palmer, M.S.
Program Level—Cert, A.A.

McLennan Community College
Interpreter Trng. Prgm.
1400 College Dr.
Waco 76708
Tel 817 756 6551, Ext. 291/TTY same
Dir: Jonnie Duncan, CSC
Program Level—Cert, A.A.S.

Washington

Seattle Central Community College
Interpreter Trng., Dept. of Humanities & Soc. Sci.
1701 Broadway
Seattle 98122
Tel 206 587 3889/TTY same
Coord: Theresa B. Smith, M.A.
Program Level—Cert, A.A.S.

Spokane Falls Community College
Interpreter/Tutor f/t H-I
W. 3604 Ft. George Wright Dr.
Spokane 99204
Tel 509 459 3615/TTY 459 3626
Dir: Jim Schroeder, M.S.
Program Level—Cert, A.A.S.

Wisconsin

Univ. of Wisconsin Milwaukee
Interpreter Trng. Prgm., Except. Educ.
P.O. Box 413
Milwaukee 53201
Tel 414 963 6567/TTY same
Dir: Eva B. Dicker, M.S.
Program Level—Non-degree, B.A.,M.A.

North Central Technical Inst.
Educ. Interp. Technician Prgm.
1000 Campus Dr.
Wausau 54401
Tel 715 675 3331/TTY 675 6341
Dir: Thomasine Teske, B.S.
Program Level—A.A.

APPENDIX C

Survey Results - Continuing Education Courses

Contains:

*Results & Analysis of a Survey of Sign Language Courses Offered by NS School Boards and in Other Atlantic Provinces at the Continuing Education Level

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH

SURVEY OF SIGN LANGUAGE COURSES OFFERED BY NS SCHOOL BOARDS AND IN OTHER ATLANTIC PROVINCES AT THE CONTINUING EDUCATION LEVEL

Introduction

This report will summarize the research findings by providing aggregated data for each of the questions of the survey.

The survey was completed during the week of January 9, 1992. The survey was accomplished through the use of phone interviews targeting the continuing education officer and the special education officer of each schoolboard in the province of Nova Scotia.

To check for Sign language courses in other Atlantic provinces phone contact was made with departments of education and information cross-referenced with organizations for the deaf and others.

Results and Analysis - Nova Scotia

The total number of schoolboards contacted in Nova Scotia was twenty-one (21), therefore, N=21.

Q1. Does your schoolboard offer sign language courses at the continuing education level?

Of the twenty-one (21) respondents

13 or 62% offered sign language courses

8 or 38% did not offer sign language courses

List of sign language courses offered by NS schoolboards

Course Name	Instructor	Duration	Location	Fees
ASL I	Salley Henley	35 hrs	Pictou Co.	$40
ASL I	Karen Durost	18 hrs	Yarmouth Co.	$15

Course Name	Instructor	Duration	Location	Fees
Adv. ASL Total Immersion	Karen Durost	20 hrs	Yarmouth Co.	$20
ASL I	Alma Page	60 hrs	Cumberland Co.	$30
ASL II	Irv McDonald	60 hrs	Cumberland Co.	$30
ASL I	Ann Martel	20 hrs	Richmond Dist.	$20
ASL II	Peggy Lohnes	20 hrs	Lunenburg Co.	$45
ASL I	Jean Weeks	25 hrs	Queens Co.	$60
ASL II	Jean Weeks	25 hrs	Queens Co.	$60
ASL I	Andy Hopkins	20 hrs	Kings Co.	$32
ASL II	Wilma Meyer	20 hrs	Kings Co.	$32
SEE I	Wilma Meyer	20 hrs	Kings Co.	$32
SEE II	Wilma Meyer	20 hrs	Kings Co.	$32
ASL I	James Schlay	24 hrs	Halifax Dist.	$35
ASL II	Alan Williams	24 hrs	Halifax Dist.	$35
ASL I	Sonya Doyle	15 hrs	Col/East Hants	$30
ASL II	Sonya Doyle	15 hrs	Col/East Hants	$30
ASL I	TBA	30 hrs	Halifax Co.	$40
ASL II	TBA	30 hrs	Halifax Co.	$40
ASL III	TBA	30 hrs	Halifax Co.	$40
ASL I	Clyde Hood	20 hrs	Hants West	$50
ASL I	Linda Clark	30 hrs	CB District	$30
ASL I	Elizabeth Doull	28 hrs	Dartmouth	$30
ASL II	M J Fairfax	28 hrs	Dartmouth	$30
ASL III	Alan Williams	28 hrs	Dartmouth	$30

NOTE: St. Mary's University offers ASL I-IV through the Atlantic Centre of Support for Disabled Students, on request, and based on numbers of interested participants.

Q2. How many deaf and hard of hearing students do you have in your school district?

Seventeen (17) of the twenty-one (21) respondents answered this question. Of the seventeen (17) respondents, twelve (12) reported having deaf and/or hard of hearing students in their school district.

The total number of deaf students in all school districts was 18. Most (95%) of these severely deaf students were enroled in the Amherst School for the Deaf.

The total number of hearing impaired students in all school districts was 100. All of these students were integrated into regular classroom situations.

Q2.1 What types of support are offered to the hearing impaired and deaf students?

Fourteen (14) respondents answered this question.

Of these fourteen (14)

5 or 36% offered the services of an itinerant teacher

3 or 21% offered the services of teacher's aides

2 or 14% stated their students required no special services

2 or 14% reported the use of phonic ear devices

1 or 7% reported the use of hearing aids

1 or 7% reported the use of a full time interpreter

Q3. How many continuing education courses have deaf participants?

All twenty-one (21) respondents answered this question.

Of the twenty-one (21) respondents

18 or 86% reported having no deaf participants

2 or 9% reported having deaf participants in one class (GED, and pre GED)

1 or 4% reported having deaf participants in two classes (Basic English, and math)

Q3.1 Why do you think there were so few deaf participants in continuing education classes?

Nineteen (19) respondents chose to answer this question

Of the nineteen (19) respondents

6 or 32% had no idea why

4 or 22% believed low participation levels was due to a lack of interpreter services

3 or 16% believed that deaf people may think that the courses are not accessible to them

2 or 10% thought that the low deaf population in their area was a contributing factor

2 or 10% thought that there was no interest or demand from the deaf community because they have never been approached by a deaf person who wanted to take a course

1 or 5% thought a lack of signing skills in the instructors could be the reason

1 or 5% felt that deaf people may be scared to try the courses

Q3.2 If you have deaf participants, how do you serve them?

Three (3) respondents could provide answers to this question

Of the three (3) respondents

1 or 33% had a signing instructor

1 or 33% said that the deaf participant brought her sister in to interpret for her

1 or 33% provided an interpreter for the 60 hr course

Q4. Are you aware of any other sign language courses offered in your area that are not administered by your department?

All twenty-one (21) respondents answered this question with a negative response. Therefore, they were not aware of any other sign language courses being offered.

Sign Language Courses Offered in Other Atlantic Provinces

Prince Edward Island

After conversing with officials from the Adult/Continuing Education Department, Department of Industry, Department of Health and Social Services, The PEI School for the Deaf, and several school teachers, it was determined that there were no officially recognized sign language courses offered anywhere on the Island.

New Brunswick

Upon contacting the Department of Continuing Education in Fredericton, it was determined that there were no sign language courses administered by the department or through the Community College system. However, there were a couple of courses offered by UN through their "Extension Program". Also, it was discovered that the Saint John Hearing Society offered two courses as well.

Course Name	Instructor	Duration	Location	Fees
ASL I	C. Brown (D)	24 hrs	UNB Campus	$110
ASL II	C. Brown (D)	24 hrs	UNB Campus	$110
ASL I	Phil Taylor (D)	20 hrs	Hearing Soc.	$70
ASL II	Phil Taylor (D)	20 hrs	Hearing Soc.	$70

Newfoundland

After contacting the Department of Continuing Education in St. John's and the Faculty of Education of Memorial University of Newfoundland, it was discovered that neither organization offered sign language courses.

However, the Newfoundland CCD indicated that Avalon Community College was offering sign language courses. These courses covered ASL levels I to IV and were taught by deaf instructors coordinated by Myles Murphy.

A new resource center has just been opened by the Deaf Community; The Newfoundland and Labrador Association for the Deaf. This center will offer 20 hour courses in ASL levels I and II for $80 each.

Also, in Conerbrook, a 20 hour basic introductory ASL course is being offered by Anthony Chaffey for $80.

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH

SURVEY OF EMPLOYER COMMUNITY
RESULTS AND STATISTICAL ANALYSIS

Introduction

This report will summarize the research findings by providing aggregated data for each of the questions of the survey.

The survey was completed during the week of December 2, 1991. It was accomplished through the use of phone interviews targeting either the personnel coordinator or the employment equity officer of the organizations contacted. The total number of organizations contacted was fifty-five (55), with two refusals, therefore, N=53.

Results and Analysis

Q1. Are there any deaf employees presently working in your organization?

Organizations responding YES totalled: 6 or 12%

Organizations responding NO totalled: 47 of 88%

Organizations reporting deaf and hard of hearing employees:

10 or 18%

Have you ever employed deaf workers?

Organizations responding YES totalled: 10 or 18%

Organizations responding NO totalled: 43 or 82%

Do you have a voluntary affirmative action program or an official employment equity program in place?

Organizations responding YES totalled: 24 or 46%

Organizations responding NO totalled: 23 or 43%

Organizations reporting a program in some stage of development: 6 or 11%

Of the seventeen (17) organizations reporting how long their affirmative action program had been in place, the average duration was: 6.15 years, with a range of 1.5 to 20 years.

Of the 40 or 76% of respondents that gave some details on the program:

39 or 74% reported the program was successful

9 or 16% reported the program was not too successful

5 or 10% reported no opinion

Q2.a) The total number of deaf employees presently and in the past for the responding companies was: nine (9) now, thirteen (13) in the past.

The following responses were obtained from those companies that presently have or have had deaf employees. (N=10)

b) Number of companies that provided interpreting services: 2

Number of companies that did not: 7

One company had no idea if they ever had provided the service.

c) Where did the company obtain the service?

Only one company reported obtaining certified services from the SDHHNS. Others reported that interpreting was done by family members or friends.

d) In the one instance that a company used outside certified interpreters they felt that the quality and availability were adequate.

e) Assessment of communication methods used to regularly interact with deaf employees. Of the ten (10) respondents:

9 organizations reported the deaf workers read lips well

8 companies reported using written notes

3 organizations reported having at least one signing coworker

1 company reported using interpreters

1 company instructed their deaf employee by physically showing the individual the job tasks

Note: These categories were not mutually exclusive.

f) The positions held by deaf employees fell into the following job categories:

Machinist
Machine Operator
Food Services
Nurse
Administrative Assistant
Stacker on a Machine
Carpenter
General Clerical
Cleaners
Laundry Workers
Hoist Driver
Technologist
Director Position
General Labourers

g) List of other challenges encountered by companies employing deaf workers. Nine (9) companies responded.

Initial discomfort getting used to the situation: 1

Communication problems at the start: 4

No challenges at all: 4

h) Statement of costs involved to transform the workplace to be more easily utilized by a deaf person. No organization reported actual figures. Only one organization recalled making a change to the workplace, and this only involved establishing a light or visual alarm for the fire alarm system. Six other respondents said there were no changes required.

Q3. This barriers and attitudes question was asked to all organizations. Areas of concern in relation to hiring a deaf person were rated from 1 to 5; 1 being not important and 5 being very important as a factor to the company if they were to consider hiring a deaf worker.

Five areas were assessed; education level, safety risk, communication difficulties, costs involved, and incompatability.

a) Education level of the candidate.

Mean response: 4.2

Therefore, this is a very important consideration. It should be noted that this was considered an important factor for all applicants, not just deaf applicants.

Minimum acceptable education level for all applicants varied across the sample from Grade XII to only a certain demonstrable practical skills level.

49% of respondents required Grade XII
3% of respondents required Grade XI
11% of respondents required Grade X
3% of respondents required Grade IX
23% of respondents depended more on job skills than education

b) Felt that a deaf employee may be a safety risk.

Mean response: 2.4

Twenty-eight respondents split their response into two figures depending on what area of the company a deaf individual may be working in. The usual split was between plant operations and administrative or office functions. This splitting of the ratings greatly attributed to the near dead center mean and the bipolar distribution of data points.

The mean clearly shows that this was a consideration of some importance, but not to the extent that it may inhibit the hiring of a deaf worker depending on where in the organization the individual would be working.

There was a great concern that a deaf employee could cause a safety hazard in most plant or warehouse situations. This opinion was based on the danger created by high activity levels in these areas involving machinery such as lift-trucks, forklifts, etc.. It was felt by most employers that being able to hear, as well as see, what was going on in these areas would be imperative to the safety of all of the employees.

c) Felt it would be too difficult to establish communication channel with a deaf employee.

Mean response: 2.0

As the mean indicates, this factor was not considered very significant.

d) Costs required to make the office more compatible with any special needs of a deaf employee may prohibit hiring them.

Some respondents had trouble with this factor, therefore, 9% did not provide a rating, and 21%, although they rated the importance of the factor, had no idea what these costs would involve.

Mean response: 1.7

This is a low importance rating. Therefore, it is not much of a concern at all.

e) Concerned that the deaf employee would not fit in with the departmental culture or be accepted as an equal.

Mean response: 1.3

This is a very low rating. Therefore, the respondents felt that a deaf employee would be viewed as an equal and have no trouble at all becoming an integral part of the company culture.

Q4. The number of respondents that have had experience with sign language interpreters was 43%. When asked if the company would use an interpreter to interview a deaf applicant:

83% said YES

6% said NO

12% said only if the deaf applicant wanted to use one

Q5. Assessment of costs involved in making the workplace more compatible with the needs of a deaf employee.

This question was designed to check the awareness level of the respondents in relation to what equipment, etc. may be required.

The majority of respondents (61%) pleaded ignorance and would require a needs assessment of some sort before they could make any changes.

Nearly half (47%) of respondents at least knew of the existence of and said they would require a TDD machine.

Interpreter services were mentioned by 35% of respondents as a way to spend some of the funding.

Other ideas mentioned included:

Training existing staff in sign language	9%
Specialized computer equipment	9%
Visual alarms systems for safety	4%
Lights on telephones	2%

Note: These categories were not mutually exclusive.

Q6. Estimate the number of hours of demand for interpreting services for the average year required by the organization.

Only the statistical summary of the data list will be provided, not the data list itself.

The data set included several extraneous data points, therefore, two calculations of the statistics set were made; one including these points, one excluding these points.

Including extraneous points:

Range: 2.0 to 1600 hours/year
Median: 48.0 hours
Mean: 149.6 hours/year
Mode: 12, 48 hours (@ 3 each)

Excluding extraneous points:

Range:	8.0 to 331 hours/year	Median:	48.0 hours
Mean:	66.6 hours/year	Mode:	12, 48 hours (@ 3 each)

Q7. Assessment of the level of interest in participating in a government sponsored cost sharing program to split interpreter costs and the proposed percentage splits.

Organizations interested in participating:	72%
Organizations not interested in participating:	4%
Organizations not sure as yet:	24%

Company contribution statistics:

Range:	0 to 100%	Median:	35%
Mean:	35%	Mode:	50% (@ 10)

APPENDIX D

Survey Results - Private Sector

Contains:

*Results & Statistical Analysis of a Survey of
[the Nova Scotia] Employer Community

APPENDIX D - CONTENTS

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH

SURVEY OF EMPLOYER COMMUNITY
RESULTS AND STATISTICAL ANALYSIS

Introduction

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Technologist
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Some respondents had trouble with this factor, therefore, 9% did not provide a rating, and 21%, although they rated the importance of the factor, had no idea what these costs would involve.

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Q4. The number of respondents that have had experience with sign language interpreters was 43%. When asked if the company would use an interpreter to interview a deaf applicant:

83% said YES 6% said NO

12% said only if the deaf applicant wanted to use one

Q5. Assessment of costs involved in making the workplace more compatible with the needs of a deaf employee.

This question was designed to check the awareness level of the respondents in relation to what equipment, etc. may be required.

The majority of respondents (61%) pleaded ignorance and would require a needs assessment of some sort before they could make any changes.

Nearly half (47%) of respondents at least knew of the existence of and said they would require a TDD machine.

Interpreter services were mentioned by 35% of respondents as a way to spend some of the funding.

Other ideas mentioned included:

Training existing staff in sign language	9%
Specialized computer equipment	9%
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Lights on telephones	2%

Note: These categories were not mutually exclusive.

Q6. Estimate the number of hours of demand for interpreting services for the average year required by the organization.

Only the statistical summary of the data list will be provided, not the data list itself.

The data set included several extraneous data points, therefore, two calculations of the statistics set were made; one including these points, one excluding these points.

Including extraneous points:

Range:	2.0 to 1600 hours/year	Median:	48.0 hours
Mean:	149.6 hours/year	Mode:	12, 48 hours (@ 3 each)

Excluding extraneous points:

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Organizations interested in participating:	72%
Organizations not interested in participating:	4%
Organizations not sure as yet:	24%

Company contribution statistics:

Range:	0 to 100%	Median:	35%
Mean:	35%	Mode:	50% (@ 10)

APPENDIX E

Survey Results - Federal Government

Contains:

*Results & Statistical Analysis of a Survey of Nova Scotia Based Federal Government Departments and Nova Scotia Region Canada Employment Centres

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH

SURVEY OF NOVA SCOTIA BASED FEDERAL GOVERNMENT DEPARTMENTS AND NOVA SCOTIA REGION CANADA EMPLOYMENT CENTRES

RESULTS AND STATISTICAL ANALYSIS

Introduction

This report will summarize the research findings by providing aggregated data for each of the questions of the survey.

The survey was completed during the week of December 9, 1991 and the latter weeks of December 1991. Part of the survey was accomplished through the internal communications systems of the CEIC network of branches and coordinated by George Doleman, chief of Human Resource Services, NS Region.

The other part of the survey was accomplished through the use of phone interviews targeting either the personnel coordinator or the employment equity officer of each federal government department based in Nova Scotia.

The total number of departments contacted was seventeen (18) plus eleven (11) CEIC branches, therefore, N=29.

Results and Analysis

Q1. Are there any deaf employees in your department?

Departments responding YES totalled: 8 or 27%.

Departments responding NO totalled: 21 or 72%

Departments reporting hard of hearing employees: 10 or 34%

Departments reporting deaf or hard of hearing: 18 or 62%

Q2. Estimate of total number of deaf employees working for federal government departments in Nova Scotia.

Total number of deaf employees as reported: 21

The positions held by deaf emdployees fell into the following categories:

Records Clerk
Cheque Machine Operator
Food Services
Data Entry Clerk
Stores Worker
Building Maintainer
General Clerical
Cleaners
Financial Accounting Clerk
Hydrographer
Administrative Assistant

Q3. Estimate the number of hours of demand for interpreting services required by the department.

Only the statistical summary of the data list will be provided, not the data list itself. Since no CEIC branch had deaf employees, there was no contributing data for this question.

Range: 10.0 to 225.0 hours/year   Median: 38.0 hours

Mean: 67.0 hours/year   Mode: N/A

Q4. Is there a formal policy in place in the department regarding obtaining interpreter services?

Departments responding YES totalled: 16 or 55%

Departments responding NO totalled: 13 or 45%

Of the sixteen (16) departments reporting a policy in place:

13 or 81% would contact a Secretary of State office

1 or 6% would contact their Ottawa Headquarters

1 or 6% would contact SDHHNS directly

1 found Secretary of State not fast enough and so contracts locally for themselves.

In 11 or 69% of the departments, the request must go through the personnel manager, the employment equity officer, or the branch manager/supervisor.

In 5 or 31% of the departments the request can be made by anyone in the office.

Of the eleven (11) respondents who were not aware of a formal policy in place:

3 or 23% have never had experience using the service and they had no idea who had the authority to book or where to look

2 or 15% would contact a Secretary of State office

2 or 15% would contact the Public Service Commission

2 or 15% would contact their Ottawa Headquarters

2 or 15% any staff member could obtain services if they were ever required

2 or 15% would have to go through a manager or supervisor

Q5. Find the number of departments who use visual language interpretation services in dealing with the public for the provision of their department's service or for other contact with the public.

Departments that have:	10 or 34%
Departments that never have:	19 or 66%

Q6. Of the ten (10) respondents who provided visual language interpretation services to facilitate either: providing their service to the public or for some other contact in the last year:

4 or 40%	provided the services for UI inquiries
4 or 40%	provided the services for a job interview
3 or 30%	provided the services to review test results
2 or 20%	provided the services for career counselling

1 or 10%	provided the services for meetings of community groups
1 or 10%	provided the services for CJS training
1 or 10%	provided the services to give information on job orders
1 or 10%	provided the services for basic communication with the hearing impaired

****NB**** THESE CATEGORIES ARE NOT MUTUALLY EXCLUSIVE

Total number of hours used last year by all ten (10) respondents was 109.25, making the average number of hours of use per year for each department 10.93. The range was from 2 to 30 hours per year

Q7. Estimate the demand trend for visual language interpreter services for the next five years for your department or branch.

Branches or Departments estimating an increase:	16 or 55%
Branches or Departments estimating a decrease:	0 or 0%
Branches or Departments estimating no change:	13 or 45%

Q8. List of the reasons there may be an increase in demand.

Of the answers provided by sixteen (16) respondents:

10 or 63%	said the increase would be due to the hiring of more deaf employees
6 or 38%	said the increase would be due to an increase in the awareness of the disability and a corresponding demand for the availability of the service

2 or 12% said the increase would be due to a corresponding increase in the awareness of the disability and in the availability of the service

1 or 6% said they have new deaf clients

1 or 6% said the recent establishment of a SDHHNS office in their area would contribute to increased use of the service

1 or 6% said that the high number of deaf people in their area would lead to more deaf applicants for CEIC services as they became more aware of the Employment Equity movement

1 or 6% said the increase would be due to the recent quintupling of the budget for support of all disabled groups working in the federal government environment

****NB**** THESE CATEGORIES ARE NOT MUTUALLY EXCLUSIVE

Asked to estimate of the number of hours of increased demand the departments may experience, 8 of the departmental representatives took a guess at a percentage increase.

To attempt to put an hourly figure on these percentage estimates, the researcher multiplied the hypothetical (or actual) demand (in hours) determined from question three by the estimated percentage increase figure. Therefore, the resulting hourly increases are, at best, a rough estimate.

The data set included one extraneous data point, therefore, two calculations of the average hourly increase in demand were made; one including this point, one excluding this point.

Including extraneous point: Mean Increase was 154% or 157 hrs

Excluding extraneous point: Mean Increase was 67.5% or 43.8 hrs

Asked to estimate of the number of hours of increased demand the CEIC branches may experience, 3 of CEC branch respondents took a guess at a numerical increase.

The data set is so small that it is not an accurate representation of the true situation. However, the total estimated hourly increase was 49.5. Hence the average increase becomes 16.50 hours.

Therefore, the total combined best estimate of average hourly increase is obtained by adding the mean increase (excluding the extraneous data point) from the federal departments to the mean increase from the CEIC survey and averaging this sum. The result is an hourly increase in demand of 30.15 hours.

Q9. Assessment of quality and availability of visual language interpretation services.

14 or 48% of respondents have used interpretation services.

15 or 52% of respondents have never used interpretation services.

Of the fourteen (14) respondents who have used the service:

13 or 93% were pleased with the quality, 1 no response

and

8 or 57% were pleased with the availability

6 or 43% felt that it was difficult to obtain the service as often as they required due to a shortage of interpreters

Some of the other respondents, who mentioned having no trouble in obtaining the services, also considered themselves lucky in that they had close ties with the SDHHNS and could usually get requests filled even on short notice. However, these individuals also stated that they figured there was a shortage of available interpreters.

Q10. Assessment of methods used to communicate regularly with the deaf employees.

Of the twenty-nine (29) respondents eight (8) reported deaf individuals on staff.

Of these eight (8) respondents:

6 or 75% reported having at least one signing coworker
total number of signing coworkers across all
departments was 11

4 or 50% reported using written notes

3 or 38% reported using a TDD

2 or 25% reported that the deaf workers read lips well

1 or 13% reported using interpreters

****NB**** THESE CATEGORIES ARE NOT MUTUALLY EXCLUSIVE

Since the CEIC branches had no deaf employees, they responded to this question in light of how they would deal with deaf clients. Here are the results.

Assessment of methods used to communicate regularly with the deaf employees or members of the public.

Of the eleven (11) respondents, six (6) reported serving deaf individuals.

Of these six (6) respondents:

4 or 67% reported using written notes

2 or 34% reported using formal, trained interpreters

2 or 34% reported using family members or friends of the deaf client as an interpreter
1 or 17% reported having one signing coworker
total number of signing coworkers across all
branches was 1

1 or 17% reported using a TDD

1 or 17% reported that the deaf read lips well

****NB**** THESE CATEGORIES ARE NOT MUTUALLY EXCLUSIVE

Q11. List of other challenges encountered by departments employing deaf workers.

4 or 50% of respondents having deaf workers reported the following challenges connected with the employment of the individuals.

1. Competency in English was low, and there was some difficulty encountered in gaining a complete understanding of written information.

2. Motivation level of one deaf part time worker was very low, the department had trouble getting the person to report for work.

3. The intricacies of deaf and hearing cultures in and around the workplace could cause some awkwardness; ie. the finer points of socializing/small talk, joking etc. was often lost on the deaf person.

4. There is a basic lack of awareness in the workplace surrounding the disability.

5. Deaf employees were sometimes too eager to please and would indicate having complete understanding of a job task when in reality it was not achieved.

6. Managers are leery of hiring deaf individuals.

Since the CEIC branches had no deaf employees, they responded to this question in light of how they would deal with deaf clients. Here are the results.

Q11. List of other challenges encountered by CEIC branches dealing with deaf clients:

1. Because of the involvement of a third party (interpreter), sometimes communication is difficult because the exact meaning of what one party is trying to say gets slightly altered.

2. There are some deaf people who can't use interpreters because they can't sign.

3. Sessions may flow easier if the counsellors had signing ability.

4. Because positions require a lot of communication ie. client contact, we would provide regular interpreter services to a deaf worker if we had one.

5. There is a timeliness problem in obtaining interpreters, one may need them that day as the deaf client decides to go to the center. However, much more notice is required to book an interpreter.

Q12. Open comments from respondents will be listed.

1. Deaf people would fit in the easiest of all the disabled groups in an office or technical environment.

2. Deaf people are very viable employees. There is a large pool of unused potential there.

3. Deaf people would fit in well in our office.

4. Awareness of the disability and the ways to accommodate it must increase.

5. Our office is planning sign language courses for all interested employees working with our deaf employees.

6. We are presently in the process of hiring a deaf individual.

7. I wish we had more jobs period.

8. More assistance from the Public Service Commission is needed with respect to getting more term positions.

9. The calibre of training that deaf people are getting now is much better than it used to be.

10. Stop training deaf people to be key punch operators as this data entry field is becoming obsolete.

11. I have interviewed deaf candidates before using written notes to communicate back and forth.

12. The disability is not an obstacle in the hiring process, it is the qualifications that count.

13. The demand for visual language interpretation services is running well ahead of supply right now.

14. Managers are leery of hiring deaf individuals due to worries over being able to communicate effectively with them.

15. We feel that if there were an interpreter working on staff then we could better and more efficiently serve our deaf clients. The interpreter could be used by all government departments.

16. We have not been providing the best service we could to deaf clients by using written communication. We would like to use regular interpreter service to ensure the best communication possible.

17. If the need arose we would not hesitate to contact an interpreter.

18. It would seem that we all do not have a need in this area (for interpreter services).

19. It would be easier and more professional to deal with our deaf clients through a trained interpreter.

****NB**** THE CEIC BRANCHES DID NOT PARTICIPATE IN THE SUPPLEMENTAL QUESTION THAT WAS ANSWERED BY OTHER FEDERAL GOVERNMENT DEPARTMENTS WHO HAD NO DEAF EMPLOYEES

Supplemental Question

This barriers and attitudes question was asked to all departments who had no deaf staff members. Five areas of concern in relation to hiring a deaf person were examined. The areas were rated from 1 to 5 as being either a not (1) or very (5) important factor to the department if they were to consider hiring a deaf worker.

Ten (10) departments responded to this question.

a) Education level of the candidate.

Mean response: 4.3

Therefore, a very important consideration. It should be noted that this was considered an important factor for all applicants.

b) Felt that a deaf employee may be a safety risk.

Mean response: 1.9

One respondent split their response into two depending on what area of the department a deaf individual may be working in. Overall, this was not a serious consideration.

c) Felt it would be too difficult to establish communication channel with a deaf employee.

Mean response: 2.0

This factor was not considered very significant either.

d) Costs required to make the office more compatible with any special needs of a deaf employee may prohibit hiring them.

Mean response: 1.3

This is a very low importance rating. Therefore, it is not a concern at all.

e) Concerned that the deaf employee would not fit in with the departmental culture or be accepted as an equal.

Mean response: 1.0

This rating means that all ten (10) respondents felt that this would not even be an issue for consideration.

APPENDIX F

Survey Results - Provincial Government

Contains:

*Results and Statistical Analysis of a Survey of [Nova Scotia] Provincial Government Departments [Boards, Agencies and Commissions]

APPENDIX F - CONTENTS

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH

SURVEY OF PROVINCIAL GOVERNMENT DEPARTMENTS
RESULTS AND STATISTICAL ANALYSIS

Introduction

This report will summarize the research findings by providing aggregated data for each of the questions of the survey.

The survey was completed during late December 1991 and early January 1992. The survey was accomplished through the internal communications systems of the Provincial Government and was coordinated by Charles MacDonald, Executive Director of the NS Disabled Persons Commission.

A written request was directed to the Deputy Ministers, and to the chairs or directors of provincial agencies and boards, accompanied by the survey instrument. Written responses were then returned to Mr. MacDonald.

The total number of departments, agencies and boards contacted was thirty three, of which twenty-nine (29) responded, therefore, N=29. (For ease of reporting, all respondents are referred to as "departments")

Results and Analysis

Q1. Are there any deaf employees in your department?

Departments responding YES totalled:	6 or 21%
Departments responding NO totalled:	22 or 79%
Departments reporting hard of hearing employees:	1 or 3%
Departments reporting deaf or hard of hearing:	7 or 24%

Q2. Estimate of total number of deaf employees working in Provincial Government departments in Nova Scotia.

Total number of deaf employees as reported: 11

Positions included:

Data Entry Clerk	(5)
General Coder Filing System	(1)
Clerk 1B Filing	(1)
Printing Technician 2B	(1)
Computer Services Officer	(1)
Central Registry Clerk	(1)
Records Clerk	(1)

Q3. Does the department provide VLI services to their deaf employees? How are these services obtained?

Departments that responded YES: 6 or 21%
(100% of all departments with deaf employees)

Of the six (6) respondents

4 or 67% provided interpreter service to their employees

2 or 33% did not provide interpreter service

Of the four (4) that provided services, here's how they obtained the services:

Manager of Human Resources makes the arrangements
The employee calls to book an interpreter for themselves
The employee's Supervisor calls SDHHNS to book services
The Personnel Department makes arrangements for training sessions
The Section Supervisor makes arrangements for meetings

Q4. Estimate the number of hours of demand for interpreting services required by the department to service the needs of deaf employees.

Departments that responded 4 or 14%

Because there are only four respondents, the sample size is very small and the resulting descriptive statistics may not represent the actual situation all that well. However, the statistical summary of the data list will be provided, not the data list itself.

Range:	4.5 to 78.5 hours/year	Median:	N/A
Mean:	32.0 hours/year	Mode:	N/A

Q5. Find the number of departments who use visual language interpretation services in dealing with the public for the provision of their department's service or for other contact with the public.

Departments that have:	17 or 59%
Departments that never have:	12 or 41%

The data list of hours utilized will be summarized by using basic descriptive statistics. Of the seventeen (17) departments that used VLI services in dealing with the public, fifteen (15) reported a number of hours. Two (2) did not provide a numerical figure, or a list of situations for which the services were used.

There were two departments that used a very high number of hours of VLI services. Therefore, calculations of the descriptive statistics will be done including and excluding these two very high data points.

Including the extraneous points

Range:	2.0 to 3534.0 hours/year	Median:	10
Mean:	320.2 hours/year	Mode:	10 (3)

Excluding the extraneous points

Range:	2.0 to 115.0 hours/year	Median:	10
Mean:	25.8 hours/year	Mode:	10 (3)

List of situations for which VLI services were used:

Seminars, Special Events, Leadership Training, Ongoing Liaising with Deaf Sport, RCDNS, Press Conference Commemorating the Montreal Massacre, Servicing Deaf Clients, Servicing Deaf Inmates, Interviews for Employment, Public Hearings on the Constitution, Community Health Nursing Services, Prenatal Courses, Community College Programs (3360 hours $84,000), Apprentice Training and Exams, Human Rights Activities, Meetings and Public Consultations, Court Cases, Public Presentation by the Minister, Association Meetings.

Q6. Estimation of the cost of VLI services to the departments.

Twenty (20) of the twenty-nine (29) departments gave cost figures in two categories: public service or employee service

Service to the Public

Public VLI service figures were provided by sixteen (16) respondents.

The statistical summary of the data list will be provided, not the data list itself. There were two departments that used a very high number of hours of VLI services. Therefore, calculations of the descriptive statistics will be done including and excluding these two very high data points.

Including the extraneous points

Range:	$40.00 to $44,610/year	Median:	$200.00
Mean:	$4,950.09/year	Mode:	$200.00 (2) $327.50 (2)

Excluding the extraneous points

Range:	$40.00 to $4,000/year	Median:	$200.00
Mean:	$785.61/year	Mode:	$200.00 (2) $327.50 (2)

Service to Deaf Employees

Four (4) of the twenty-nine (29) departments provided cost figures that resulted from providing VLI services to their employees. The sample size is so small that the resulting descriptive statistics will not be that meaningful.

Range: $45.00 to $2,357.50/year Median: N/A

Mean: $819.389/year Mode: N/A

Q7. Estimate the demand trend for visual language interpreter services for the next five years for your department. Twenty-six (26) departments responded to this question.

Departments estimating an increase: 10 or 38%

Departments estimating a decrease: 1 or 4%

Branches estimating no change: 15 or 58%

Q8. List of the reasons there may be an increase in demand.

1. Increased training due to technological changes
2. Computer consultant [D] will be training users
3. New policy for department regarding disabled persons
4. Greater demand expected from deaf community
5. Must take leadership role in dealing with deaf clients
6. Increased demand for Apprenticeship, Community College programs and Literacy Services for the deaf
7. Increased demand due to legislative amendments
8. Increased deaf participation in workshops and conferences

9. Increased demand to accommodate the employment needs of deaf

10. Growing awareness of need for the service

11. Increased number of hearing impaired who are requesting services

12. Increase in criminal activity in all populations

13. Plans to hire deaf employees

Estimate of the number of hours of increased demand the departments may experience.

4 or (40% of the 16) respondents took a guess at a numerical increase.

The data set is so small that it is not an accurate representation of the true situation. However, the total estimated hourly increase was 107. The average increase becomes 26.75 hours.

Q8. Where does a department obtain VLI services?

Twenty-one (21) of the twenty-nine (29) respondents answered this question. Of the twenty-one (21) respondents:

17 or 81% obtained services from the SDHHNS

2 or 10% obtained services from other sources ie. Staff signers, staff interpreter

1 or 4% obtained services from the Private Sector

1 or 4% obtained services from "Metro Area Association for the Deaf"

***Clearly one of the departments has not used an interpreter for some time. The Metro Area Association for the Deaf was a precursor to the SDHHNS.

Q9. Assessment of surrent quality and availability of visual language interpretation services.

20 or 69% of respondents have used interpretation services.

9 or 31% of respondents did not respond to this question

Of the twenty (20) respondents who have used the service:

20 or 100% were pleased with the quality
and
10 or 50% were pleased with the availability

10 or 50% felt that it was difficult to obtain the service as often as they required due to a shortage of interpreters

Q10. Assessment of methods used to communicate regularly with the deaf employees or members of the public.

Of the twenty-nine (29) respondents, nineteen (19) reported serving deaf individuals.

Of these nineteen (19) respondents:

10 or 53%	reported using written notes
7 or 37%	reported using a TDD
7 or 37%	reported that the deaf read lips well
5 or 27%	reported using formal, trained interpreters
5 or 27%	reported some informal signing was used
2 or 11%	reported some speech was used
2 or 11%	reported using the Relay Operator
1 or 6%	reported using a TTY

****NB**** THESE CATEGORIES ARE NOT MUTUALLY EXCLUSIVE

Also, nine (9) different departments reported having at least one employee with signing ability. The total number of "signers" across all departments was 15.

Q11. List of other challenges encountered by the departments dealing with deaf clients or employees.

1. There is no flexibility allowed as there must be "set in stone" appointments when dealing with an interpreter. Meetings must be scheduled around the availability of an interpreter.

2. Initial misunderstandings encountered with communication efforts with a deaf employee.

3. No one on staff can sign. Having someone with this skill would make communication a lot easier.

4. It is very time consuming to write notes back and forth.

5. The lack of qualified interpreters is the key challenge our department faces.

6. There is a lack of understanding of the disability by the public and employers.

Q12. Do you feel there should be a central department or agency in provincial government to handle disabled employee/public support?

Of the twenty-nine (29) respondents

18 or 62% felt there should be such an agency

7 or 24% felt this was not required

1 or 3% did not have enough information to form an opinion

1 or 3% had no idea where to get services

1 or 3% had no opinion

1 or 3% felt it depended on what other departments wanted

Q13. Do you feel there should be a global provincial budget for disabled persons' support?

Of the twenty-nine (29) respondents

20 or 69%	felt there should be such a budget
7 or 24%	felt this was not required
1 or 3%	felt it depended on what other departments wanted
1 or 3%	did not have enough information to form an opinion

Q14. Who should be the central body in control of such a budget?

Twenty-five (25) of the twenty-nine (29) departments responded to this question. Of the twenty-five (25) respondents:

10 or 40%	wanted the Civil Service Commission
9 or 36%	wanted Government Services
2 or 8%	wanted the Disabled Persons Commission
1 or 4%	wanted Community Services
1 or 4%	wanted to have each department do their own
1 or 4%	had no opinion due to lack of information
1 or 4%	had no preference or input

Q15. Additional Comments will be listed. Eight (8) respondents added some other thoughts.

1. If a central agency and budget is established, the separate agencies/commissions/departments must still hold enough autonomy to deal directly with independents/agencies to obtain services if the central agency can not fill the need.

2. Potentially a need exists for these services. Any coordinating body for a centralized service must be simple and workable, and not create a bureaucratic roadblock to serving the needs of disabled persons.

3. Our department has a small staff and to date has never required interpreters.

4. The deaf community must become fully aware of services offered through government departments and encouraged to use them.

5. Our major concern is the shortage of qualified interpreters in the province.

6. Programs must become readily available to encourage individuals to become involved in sign language courses.

7. Education media services has a series of tapes for teaching sign language.

8. "While we have never had a request to provide assistance to the deaf it is conceivable we could. It would be good to have access to assistance resources."

9. The key factor in the provision and appropriate utilization of services to the deaf and hard of hearing is education of employees and the public at large in regard to deaf culture and special needs of these individuals.

10. "Given the economic climate, if there is only a minimal need indicated, then I would hope that government stays out of it because the cost would be unacceptable where the private service exists."

11. "Occasionally a person who is deaf wishes to participate in a Hunter Safety Training course and obtain a Certificate. This is possible if the person attends the required course which lasts about 8 to 10 hours, becomes familiar with the instructional booklet and successfully completes a written question and answer an examination. The participant will miss some of the information provided in the form of move films and 'hands-on' instruction. A visual langauge interpreter could assist the participant to gain a better understanding of the course material. Due to the many locations where this instruction is given, interpreters would have to be available throughout the province."

12. "In the future, interpretive services will likely be required to make literacy services useable for the hearing impaired.

"The need for interpreters in post-secondary training situations is reflective of the ability of the Hard of Hearing and Deaf Community to access training. Their greatest barrier to training at this point is not perceived as lack of interpreters or their hearing problems, it is their low level of academics.

"INTERPRETERS in post-secondary training, university or trade school face common problems, concept knowledge of the material being taught and the lack of a standardized language for the interpretation sessions ie. what is the sign for monkey wrench, framing hammer, T-square, etc. There should be an area where the expertise and knowledge gained by one interpreter is passed on to another, ie. required to keep training log detailing problems, approaches, and solutions."

APPENDIX G

Demand Statistics

Contains:

*SDHHNS Statistics of Selected Years - Interpreter Billings, Assignments & Service Hours

*SDHHNS Statistics - Interpreter Services, for the years 1989/90, 1990/91

*SDHHNS Statistics - Unfulfilled Interpreter Assignments for the period January 8, 1990 to December 24, 1991

*Secretary of State Statistics - All Sign Language Assignments, 1984-1990

*Agencies & Organizations - Informal Needs Identification

DEMAND STATISTICS
Society of Deaf and Hard of Hearing Nova Scotians

RECEIPTS	1982	1990/91
Billing for Interpreter Services	$11,133.00	$108,909.00
Total	$11,133.00	$108,909.00

EXPENSES	1982	1990/91
Interpreter/Trainer	$15,619.00	$ 18,064.00
Part-time Interpreters	$ 8,433.00	$ 15,474.00
Free Lance Interpreters	-	$ 53,773.00
Interpreter Expenses	$ 1,735.00	$ 14,270.00
Total	$25,787.00	$101,581.00

INTERPRETER SERVICE ASSIGNMENTS

1990/91	1989/90	1988/89	1987/88*
2139	1385	1296	1411

INTERPRETER SERVICE HOURS

1990/91	1989/90	1988/89	1987/88*
4979	3589	2822	3877

* Please note that during 1987/88 a computer training program was located next to SDHHNS, requesting an extraordinary amount of interpreter services. This program represented 1,614 hours. Therefore total interpreter service hours for 19987/88, excluding the computer training program, amount to 2263.

Statistics compiled from SDHHNS financial and interpreter service records, January 1992.

SOCIETY OF DEAF AND HARD OF HEARING NOVA SCOTIANS
INTERPRETER SERVICES
STATISTICS 1989-1991

INTERPRETING	ASSIGNMENTS		HOURS	
SETTING	1989-1990	1990-1991	1989-1990	1990-1991
EDUCATION	448	735	1897.75	3004.00
EMPLOYMENT	94	166	135.50	223.25
LEGAL	135	162	196.25	175.75
MEDICAL	274	329	390.00	471.50
MEET.& WORKSHOP	229	464	443.25	871.32
RELIGION	26	44	37.50	60.00
SOCIAL SERVICES	18	34	22.25	40.00
RECREATION	8	29	14.00	77.75
OTHER	153	176	453.00	55.75
TOTALS	1385	2139	3589.50	4979.32

Source: SDHHNS Annual Report 1990-91

DEMAND STATISTICS

Unfulfilled Requests for Interpreter Services
Society of Deaf & Hard of Hearing Nova Scotians
January 8, 1990 to December 24, 1991

Interpreting Setting	Number of Assginments	Number of Hours Unfilfilled Assigns.
Education	3	183.5
Employment	4	20.0
Legal	12	15.0
Medical	24	20.0
Meetings/Workshops	47	120.5
Religion	8	11.5
Social Services	9	16.0
Recreation	2	5.0
Other	7	8.5
TOTALS	**116**	**409.0**

Statistics provided to Schwenker & Associates by the Society of Deaf & Hard of Hearing Nova Scotians.

January 24, 1992

DEMAND STATISTICS

CONFERENCE & INTERPRETATION SERVICES
SECRETARY OF STATE
ALL SIGN LANGUAGE ASSIGNMENTS 1984-90

YEAR	NUMBER OF ASSIGNMENTS	% INCREASE OVER PREVIOUS YEAR
1984/5	889	-
1985/6	1003	13%
1986/7	1002	0%
1987/8	1997	19%
1988/9	1572	31%
1989/90	2270	44%

Overall % increase in Sign Language Interpreter assignments over the six year period from 1984-90:
255%

At this time the Secretary of State has 10 certified Visual Sign Language Interpreters listed in the Atlantic Region as follows:

NS 4 in Halifax, 1 in Sydney
NB 1 in Moncton, 1 in Fredricton
NFLD 3 in St. John's
PEI 0

Of the 5 in Nova Scotia, 1 (Sydney) has just retired, 2 are full time educational interpreters, and 1 is full time staff with the SDHHNS. This leaves 1 full time free lance interpreter available and 3 others who are unavailable most of the time.

The 2 in NB appear to be full time free lance. While available for SOS assignments they are also the only interpreters in their cities.

The 3 in NFLD are also full time interpreters with the NCCD.

It was noted there has been an increasing difficulty in obtaining interpreters to fulfill assignments in the Atlantic region over the last year.

NOTE: Information supplied by Micheline Carron, Senior Interpreter of Sign Language, Conference & Interpretation Services, Secretary of State, Ottawa, January 20, 1992.

DEMAND STATISTICS

AGENCIES & ORGANIZATIONS
INFORMAL NEEDS IDENTIFICATION

Prince Edward Island Department of Health & Social Services,

*There are currently no qualified interpreters available on the island. The Department has a small budget ($4,000 annually) for to pay for interpreter services for; i) employment, ii) inter-action with any provincial department, iii) medical and iv) legal situations.

Newfoundland Coordinating Council of the Deaf,

*Currently seeking additional full time staff interpreter to add to the current staff compliment of 5. Advertisements have had to be run nationally.

Atlantic Centre of Support for Students,

*At this time the Centre has had to refuse deaf or hard of hearing individuals for some workshops offered due to a lack of available interpreters. Current needs indicate additional immediate demand of 16+ hours per month. Ideally, another full time interpreter should be hired.

Literacy Division of Advanced Education,

*Program to train literacy and numeracy tutors is 33 hours long and could be run across the province where ever their are literacy needs in the deaf community. A deaf interpreter could be trained in the course or an interpreter. Once trained, the work could clearly be full time given the low level of literacy in the deaf community.

Dartmouth District School Board Continuing Education Division,

*Need identified at 100+ hours per term (300+ annually) to allow deaf individuals to access continuing education courses.

*This need could be repeated across the 22 school board districts in Nova Scotia as the issue of access to continuing education was raised in both deaf focus group sessions.

APPENDIX H

Interpreter Training Program - Sheridan College

Contains:

*Results of Survey of Existing Interpreter Training Programs in Canada - Sheridan College, Brampton, On.

APPENDIX H - CONTENTS

EXISTING VISUAL SIGN LANGUAGE TRAINING PROGRAMS IN CANADA

RESPONSE FROM SHERIDAN COLLEGE, BRAMPTON ONTARIO

Information provided in November 1991 by:

Brian Dwyer
Coordinator, Sign Language Interpreter Program
Faculty of Applied & Language Arts

1.0 Background Information

1.1 Could you give me a brief history of your program? When it was established?

*Sheridan College has two programs - one is a two year Communicator Program, the second is a three year Interpreter Program. Until 1991/92 the first two years were common and the third "Interpreting" year contingent on success in the Communicator Program.

*Starting in 1991/92, only the first year is common for both programs. At the end of the year, students must decide whether they wish to continue in the Communicator or Sign Language program. While some classes continue to be in common, the teaching of interpreting skills now commences in the second year.

*The Communicator Program commenced full time in 1986, and the first Interpreter Program in 1988.

Under what impetus?

*People in the college already had a relationship with the Deaf community and wanted to branch out; interpreter training was identified as a possibility. (Red River College in Winnipeg had already established a program.)

*George Brown College in Toronto had been identified by the Ministry of Colleges and Universities as the school to handle college training of the Deaf and had a need for interpreters for its Deaf students. Sheridan approached the Ministry with the concept of training the needed interpreters.

*Sheridan also conducted a needs analysis within the Deaf community as to the need for interpreter services for the Deaf.

*The Communicator Program has added new foci in addition to augmentative communication. This includes response for those not culturally deaf, the deaf blind and others with communications problems. There is work with computer activated voice synthesis and in providing assistance to speech pathologists.

1.2 Do you have advisory board involvement of the deaf community?

*Every program at an Ontario Community College must have an advisory body. The Advisory Committee started out as one large Ad Hoc Development Committee of 25 members, handling both diplomas and reporting to the Board of the College. The focus was mostly on interpreting.

*The Ad Hoc group was composed of Deaf, hearing, employers, educators and social agencies.

*Currently there are two Sub-Committees, out of which 15 persons are selected for the Program Advisory Committee. The Interpreter Sub-Committee has 10 persons; mostly Deaf and employer community representatives. The Communicator Sub-Committee is also 10 persons composed of the social agencies and educators in addition to employers and the Deaf.

NOTE: A copy of the Program Advisory Committees Guidelines for Sheridan College is on file with Schwenker & Associates.

2.0 Admission Requirements and Curriculum

2.1 How long is the program?

*The Communicator Program is 2 college years, the Interpreter Program is 3 College years.

2.2 How many credits must be earned over this time period?

*1st year - 24.5; 2nd year - 30 (both programs) and 3rd year - 29 (interpreters only).

2.3 What type of certificate or diploma is given upon graduation?

*Sign Language Communicator Diploma
*Sign Language Interpreter Diploma

2.3 Could you describe your application/admission process?

*Ontario has a central application body for all community colleges. Through this body, individuals apply to the college and program of their choice.

*Ontario residents are given first priority; basic admissions criteria are high school graduation diploma or 19 years of age.

*After application, potential students are asked to forward the following:

i) a resume (the focus is on education, and paid or volunteer work in general or specifically with the Deaf),

ii) a one page essay on a selected topic (eg. what is your career goal?),

iii) a one page essay outlining what personal experience lead the person to apply to the program(s),

iv) candidates are invited for a personal interview, and

v) are then asked to write a one page essay indicating why the interview confirmed their decision to potentially enter the program.

*Following this, the department generates a numerically ordered list of top candidates (based on a review of the above). With the admission level at 55, 60 are invited to send in a $100 admission fee by a certain date to save their place. If no response, additional candidates are invited to sent in the admission fee until there are 55 confirmed and 5 on a waiting list confirmed.

*By the end of April, 60 persons should have responded and the remainder get a refusal letter.

2.4 May we please have copies of the admission requirements for your program?

*A copy of the Program(s) application selection process is on file with Schwenker & Associates.

2.5 Could we also have a basic program, description and individual course descriptions?

*The department is in the process of redesigning certain courses for next year. The course descriptions were not available at the time of the interview, but would be available in the future on request.

2.6 May we please have a copy of your curriculum or a calender for your program?

*The list of basic courses in both programs from the 1992/93 college calender is on file with Schwenker & Associates.

3.0 Instructor Information

3.1 What is the minimum certification level you accept when considering candidates for instructing positions?

*A BA or in the process of obtaining a BA.

*The College provides a 2 week certificate program; Teacher Training Orientation, which includes teaching techniques for all incoming instructors.

3.2 How many instructors does the program use, full and part time?

*5 FT professors (1 Deaf [D] and 4 Hearing [H]), and 1 PT Sign Language Instructor [D]

*2 lab technicians 1 FT [D] and 1 PT [D]

3.31 Where did the present instructors get their training?
3.32 How many courses are taught by each?
3.33 What are the certification levels of your instructors?

Response Chart for Section 3.3

Instructor	Courses Taught	Certification & Where Trained
1. FT [D]	Sign Language (1st &2nd yr) Deaf Studies (2nd yr) Lab (3rd yr)	Sign Language Instructors Program (NB several yrs ago)
(Cont)	Courses	Certification &

Instructor	Taught	Where Trained
1. (cont)		community work teaching sign pursuing BA
2. FT [H]	Sign Language (1st yr) Interpretation (3rd yr) Human Diversity (1st yr)	Ontario Teaching Cer RID Certification SOS & OIS Screening
3. FT [H]	Field Placement (3rd yr) Interpreting (3rd yr) English (1st yr)	BA, Philosophy Adult Education & Techniques Course Work as Interpreter SOS & OIS Screening
4. FT [H]	Relationship Skills (1st yr) Field Placement (2nd yr) Interpreting Theory (3rd yr)	BA, Philosophy BA, Theology, MEd. SOS & OIS Screening RID Certification
5. FT [H]	Relationship Skills (1st yr) Linguistics (2nd yr) Language Development (2nd yr) Intro to Exceptionalities (1) Field Placement (2nd yr)	BA, Psychology Wkshps & Experience in Human Service Agencies, augmentative Comm, and Exceptional Children
6. PT [D]	Sign Language (1st yr)	Canadian Hearing Soc Deaf Teacher Train. & Tech.-George Brown (lead to ASL Cert. esp. for Deaf)
7. FT [D]	Lab Technician - looks after equipment in lab, ensures assignments completed, general asst to students	CHS/George Brown training program
8. PT [D]	Lab Technician	CHS/George Brown

4.0 Budget Information

4.1 What is your total budget? $341,307*

4.2 Could we get a general breakdown of your budget? (Approximations are used in most cases)

Description	Budget
Salaries	
5 FT & 1 PT Instructors	$235,760
1FT & 1 PT Lab Technicians	28,800
Benefits @ 12% (estimate)	31,747
Equipment (teaching aides)**	
Instructional Materials & Teaching supplies	5,000
Office Expenses	45,000*
	$341,307*

Notes to Budget Figures:

*The total budget includes the estimated office expenses which are covered in the college budget. Other expenses covered by the overall college budget include administrative and other supporting teaching staff provided by the college, and overhead charged back to the program. The figure of $45,000 has been estimated based on a similar sized program which provided such a figure (St. Clair College, also in Ontario).

**There was no annual allowance, nor an estimate of overall capital costs.

5.0 Funding/Income Information

5.1 What is the breakdown of the program's income sources?

All funding is provided through the college based on yearly budget submissions. College operating grants are supplied by the Ontario Ministry of Colleges & Universities. Tuition fees for Sheridan College are approximately $800 per year, and approximate cost for books (other materials) is $350 per year.

It was noted that royalty revenues are generated annually for the program in the amount of $1,000. These are from tapes produced for students by the program, copied externally and sold in the college bookstore.

6.0 Enrolment Statistics

6.1 Number of students 1st year (max) 55 (current) 55

Number of students 2nd year (max) 55 (current) 30

Number of students 3rd year (max) (current) 9

Student enrolment in 1991/2 was increased to 55, in 1990/91 it was 40, in 1989/90 it was 30 and when the program started in 1986, it was 35. The interpreter program hasn't really had a maximum, but was left dependent on how many graduated from the communicator program and wished to continue in the third year interpreter program.

6.2 What is the average dropout rate?

During first year: _______% After first year: 25%

During second year: _______% After second year: 25-30%*

*Really indicates that 25-30% in the past have decided not to continue in interpreter program despite having first set their goals on being interpreters. (See also below - Why..?)

6.21 Why do you think this is occurring?

*The program is very demanding. People who wanted to become interpreters didn't realize how hard it was to become one, and their only choice was to graduate with the Communicator Diploma and not go on to third year.

6.3 How many students will graduate this year (91/92)?

*9 interpreters (30 students started in 1989/90, 20 went into second year in 1990/91 of which 10 graduated as Communicators at the end of that year and 9 continued into 1991/92 and are expected to graduate as Interpreters in the spring.)

6.4 How many graduated per year in the last five years?

1986/87 Graduates: 1st year of program (intake of 35)

1987/88 Graduates: 24 communicators (12 went on to 3rd yr)

1988/89 Graduates: 12 interpreters

1989/90 Graduates: 11 interpreters

1990/91 Graduates: 7 interpreters

7.0 Information on Employment Potential

7.1 What types of interpreting are you training your students to do? Do you have percentage breakdowns?

The original intent of the Communicator program was that it be an intensive ASL training program with the additional focus of deaf culture and humanities. It would train augmentative communicators whose job opportunities could include; teacher's assistants in schools for the Deaf, group home workers, life skills coaches, or community development workers.

The Interpreter program would produce a graduate with entry level interpreting skills. Based on past program performance about 60% are involved in education (about one half in secondary and the other half in post secondary). The remaining 40% work for community agencies (three quarters) or are freelance (one quarter). The work performed by the latter 40% includes all areas of interpreting outside of the classroom.

8.0 Graduate Information

8.1 Do you track your graduates, ie. do you keep alumni records tracking where they are located, if they are working, what fields of interpreting are they working in, their salary ranges, or their demand for skills upgrading? May we have a copy of this record of your tracking information (names are not important)?

The Interpreters have been tracked because of the ease of keeping up on their small numbers. There is an Interpreter Alumni Group which has an office on campus. This group has access to databases, sends out newsletters and other communications to past graduates. Past grads also sit on the Program Advisory Sub-Committee.

(See also information provided in answers to question 7.0 and 9.0.)

9.0 Salary and Employment Information

9.1 How much money are interpreters paid? Estimates are OK.

Hourly wage range: freelance	$35/hour, max 20 hours per wk
education	$20/hr, 10 mo. contracts
Yearly income range	$20-35,000
Freelance	up to $35,000
Ontario Interpreter Ser.	$25,000
Educational	$20,000+

9.2 How many of your graduate interpreters are employed? Please estimate percentages or provide actual numbers.

Full time 90-95%   Part time _____

9.3 How many interpreters have non-interpreting full or part time jobs? Please estimate percentage or actual number.

*Interpreters generally have the opportunity to work in the field of interpreting.

9.4 What is the attrition rate of interpreters in your province?

*Next to nil; other temporarily out or leave for personal reasons (eg. one just had a baby).

9.5 Why do you think this happens?

*a few graduates have been affected by RMS (Rapid Motion Syndrome injury) or CTS (Carpal Tunnel Syndrome) and have reduced their hours of work.

*the Department is monitoring RMS incidence to determine whether it should be included in information to incoming students.

10.0 Technology Being Used or Developed

10.1 What types of technological teaching/instructing aides are you presently using at your institution? (ie. videos, computer generated signs)

*Videos are used extensively in teaching (over 200 titles, many internally developed and are reproduced for sale to students). Audio tapes are also uses for interpreting speaking and to record the interpreter as they speak in response to signing videos.

*The Department has 30 VCR's and TV's, as well as 10 VHS cameras and a collection of audio equipment.

10.11 What is your opinion of the usefulness of this equipment?

*absolutely essential to our training program

*computer generated signs are not as good as a real person at this time. Generally even video tape is not as good as a person in instruction because one doesn't get the 3-D effect.

10.12 Could you provide a list of videos and texts used presently?

*A copy of video titles is on file with Schwenker & Associates.

10.20 Are you aware of any new instructional technology that is or could be used to assist in interpreter training?

*Not really. Program also uses a lot of role playing, bringing in Deaf persons to provide actual situation interpreting.

10.21 Or in actual interpreting situations?

*No

11.0 After graduation, or as part of your program, is there some form of formal apprenticeship/practicum? Are you aware of any other apprenticeship opportunities in your province to ensure that interpreters have the appropriate skills?

*Field placement is part of the course. In 1st year there is an observational practicum, students conduct interviews with service agencies and interpreters. In 2nd and 3rd year, students are matched with a community interpreter 2 days per week, some watching and some practice interpreting.

*Currently exploring the possibility of a post-program practicum. Being investigated with the Ontario Interpreter Service.

12.0 Do you believe that there is an increased level of participation of deaf students at your school because you offer a Visual Language Training Program?

*Somewhat. There has certainly been an increase in deaf people attending night school courses because of the access to interpreters and note takers.

*The Ministry of Colleges and Universities has a fund to support deaf participation in post secondary education. We also have increased deaf involvement because they are enroling in our communicators program in order to become teachers assistants.

12.1 How many of your graduate interpreters are involved in educational translation at your institution?

*Most of the program students are note takers for the Deaf at night school in order to earn a part time wage.

13.0 Can you think of anything else you would like to add?

*N/A

APPENDIX I

Interpreter Training Program - St. Clair College

Contains:

*Results of Survey of Existing Interpreter Training Programs in Canada - St. Clair College, Windsor, On.

EXISTING VISUAL SIGN LANGUAGE TRAINING PROGRAMS IN CANADA

RESPONSE FROM ST. CLAIR COLLEGE, WINDSOR, ONTARIO

Information provided in November 1991 by:

Virginia Macchiavello
Chairperson, Sign Language Studies
Communicator/Interpreter Programs

1.0 Background Information

1.1 Could you give me a brief history of your program? When it was established?

*St. Clair College has two programs - one is a two year Communicator Program, the second is a three year Interpreter Program. The first two years are common and the third contingent on success in the Communicator Program.

*The Communicator Program commenced full time in 1987, and the first Interpreter Program in 1989.

*Prior to that, the college offered a certificate in Sign Language Studies which included ASL training and courses in deaf culture. Over four years, between 1982 and 1986, there were 587 students enroled in the Sign Language Certificate course offered by the college.

Under what impetus?

*local community demand for ASL training started it off. Hearing people wanting to communicate with/or serve the deaf. The closest Interpreter training program was at Madonna College in Michigan, i.5 hours out of Detroit.

1.2 Do you have advisory board involvement of the deaf community?

*Every program at an Ontario Community College must have an advisory board. The Advisory Board in this case handles both programs and reports to the Board of the College.

*The Advisory Board has a co-chair system, one hearing and one deaf individual. It has 12-15 members.

*Representatives on the Advisory Board include; deaf educators, health care representatives, faculty, students, program graduates and AVLIC.

*The Advisory Board does not get involved with the operations budget of the Programs, but any program changes need the support of the Board, hence the Board does have influence in this area.

2.0 Admission Requirements and Curriculum

2.1 How long is the program?

*The Communicator Program is 2 college years, the Interpreter Program is 1 College year (after successful completion of the Communicator Program)

2.2 How many credits must be earned over this time period?

*Communicator Program - 32 Credits
*Interpreter Program - additional 16 Credits

2.3 What type of certificate or diploma is given upon graduation?

*Sign Language Communicator Diploma
*Sign Language Interpreter Diploma

2.3 Could you describe your application/admission process?

*Ontario has a central application body for all community colleges. Through this body, individuals apply to the college and program of their choice.

*Students to the program are selected on a first come, first served basis assuming they fulfil the admission requirements which include: Ontario Academic Credits for Grade 12, of which English must be an Advanced Credit.

*Note: English is considered essential to success in the programs. There is continuous testing of English proficiency and English is taught throughout the programs.

*A second language is recommended and preferred because it indicates an ability to understand a second culture.

2.4 May we please have copies of the admission requirements for your program?

*A copy of the admissions package sent to prospective student or in response to enquiries is on File with Schwenker & Associates.

INTERPRETER TRAINING PROGRAM - ST. CLAIR COLLEGE

2.5 Could we also have a basic program, description and individual course descriptions?

*A copy is on file with Schwenker & Associates.

2.6 May we please have a copy of your curriculum or a calender for your program?

*Copies are on file with Schwenker & Associates. The calendar is for the 92/93 academic year. St. Clair College also supplied the complete Ministry of Colleges & Universities application package which established its programs. The Curriculum is included therein.

3.0 Instructor Information

3.1 What is the minimum certification level you accept when considering candidates for instructing positions?

*Request a degree in a related field plus; Ontario Interpreter Services (OIS) screening and experience in the field. An individual's teaching skills are also examined.

3.2 How many instructors does the program use, full and part time?

*four full time (2 deaf [D] & 2 hearing[H]).

*one full time [D] Resources Coordinator is responsible for coordinating participation from the deaf community (about 6 or 7 members of the deaf community regularly participate in lab and teaching situations)and obtaining program resources.

*one part time [D] lab technician

*additional time has been spent training the deaf faculty in teaching skills (eg. methodology of teaching, curriculum development, grading, etc.)

**Note: During 1991-92 year, one of the deaf faculty just started teaching interpreting in the third year (i.e. in the Interpreter Program) and it is perceived to have added a balance to the program as it assists the interpreters understand their profession better. (The hearing can be somewhat overprotective and even arrogant about their positions.)

3.31 Where did the present instructors get their training?
3.32 How many courses are taught by each?
3.33 What are the certification levels of your instructors?

Response Chart for Section 3.3

Instructor	Courses Taught	Certification & Where Trained
1. FT [H]	Sign Language Structure (all three years) 1st yr. theory coordinates lab	BA Sign Language Studies (Madonna) 8 yrs Interpreting OIS, RID & written 1 part (AVLIC) CES
2. FT [H]	Linguistics (3rd yr) Theory	BA Sign Language Studies (Madonna) Trilingual incl; ASL & LSQ several yrs Interpre OIS, RID
3. FT [D]	Sign Language (1st & 2nd yrs)	BA Science (Gualladet) BA Math (Spain) ASL & European/ Spanish Sign Lan.
4. FT [D]	Sign Language (3rd yr) Counselling of Dear (2nd yr) Orientation to Deafness	BA Social Work (Gaulladet)

Program Instructors have approximately 16-18 hours of classroom teaching per week.

The Community College also supplies additional faculty to teach other subjects which are part of the program such as; psychology, english, and computers.

4.0 Budget Information

4.1 What is your total budget? $280,000

4.2 Could we get a general breakdown of your budget? (Approximations are used in most cases)

Description	Budget	
Salaries		
2 Support Staff		
1 Full Time Resources Coord	$24,000	
1 PT Lab Technician $12/hour	9,600	
Benefits	3,936	(14% FT, 6% PT)
4 Faculty		
Salaries range from $35 - 47,000	155,000	
Benefits	18,600	(12%)
Equipment (teaching aides)	10,000*	
Instructional Materials & Teaching supplies	8,000	
Office Expenses	45,864**	
Other Expenses	5,000***	
		$280,000

Notes to Budget Figures:

*This is a yearly allocation at this time. Please see section 10.1 for a description of teaching aides specific to the program.

**This includes; a portion of the salary for the Departmental Chair plus some contribution to university overhead (which may be construed to cover costs of additional instructors provided to teach english, sociology, etc.; the salary of the program administrative support person ($22,000 + 14% benefits); and regualar office expenses (eg. travel, advertising, stationary, etc.).

***Travel for field placements - all over Ontario and Michigan (USA). Also includes costs of interpreters brought in to carry on work with the deaf staff.

5.0 Funding/Income Information

5.1 What is the breakdown of the program's income sources?

All funding is provided through the college based on yearly budget submissions. College operating grants are supplied by the Ontario

Ministry of Colleges & Universities. Tuition fees for St. Clair College are approximately $800 per year, and approximate cost for books (other materials) is $400 per year.

6.0 Enrolment Statistics

6.1	Number of students 1st year (max)	50	(current)	50
	Number of students 2nd year (max)	50		45
	Number of students 3rd year (max)	20		20

6.2 What is the average dropout rate?

*10% between 1st and 2nd year of communicator program and a similar % does not graduate from third year of program (i.e. interpreters)

6.21 Why do you think this is occurring?

*students decide the program is not for them plus a variety of other reasons (eg.personal/financial)

6.3 How many students will graduate this year?

*information not supplied for communicators
*20 interpreters

6.4 How many graduated per year in the last five years?

1988 Graduates: first intake for communicator program in fall of 1987, end of first year

1989 Graduates: second year of communicator program, 45 communicators were graduated, 20 went on to enrol in the first intake for interpreter program

1990 Graduates: 17 interpreters were graduated

1991 Graduates: 20 interpreters were graduated

7.0 Information on Employment Potential

7.1 What types of interpreting are you training your students to do? Do you have percentage breakdowns?

*The chart provided in the survey form was not appropriate to capture the response. Program participants are not specifically trained to accomplish employment in any particular area. The following is an excerpt from the admission package which explains what types of jobs could be expected:

> COMMUNICATORS are needed as tutors, tutor/notetakers, residential counsellors, teacher's aids, caseworkers, deaf-blind intervenors, group home staff, clerical work, life skills facilitators, and public service workers.
>
> INTERPRETERS are needed for a variety of settings, some being; educational, medical, mental health and legal situations, and to instruct in American Sign Language. They can find employment for a variety of educational and community settings as staff interpreters or free lance interpreters.

8.0 Graduate Information

8.1 Do you track your graduates, ie. do you keep alumni records tracking where they are located, if they are working, what fields of interpreting are they working in, their salary ranges, or their demand for skills upgrading? May we have a copy of this record of your tracking information (names are not important)?

*The program staff at St. Clair College do specifically track their graduates as closely as possible. Partly due to the need to provide ongoing documentation of the need for their program. The employer, job title, salary and disposition (FT/PT) statistics for the 1991 graduating class of interpreters and communicators is on file with Schwenker & Associates.

9.0 Salary and Employment Information

9.1 How much money are interpreters paid? Estimates are OK.

*The following is included in the admissions package from St. Clair College:

"What is the average income of a professional interpreter?

> Graduates have been offered full-time positions in Canada and the United States with wages ranging from $24,000 - $45,000. Interpreters who choose freelance work can be paid between $15 -$30 Can/US."

9.2 How many of your graduate interpreters are employed? Please estimate percentages or provide actual numbers.

Full time 70% Part time 30%

9.3 How many interpreters have non-interpreting full or part time jobs? Please estimate percentage or actual number.

*Interpreters generally have the opportunity to work in the field of interpreting. The communicators do not always continue in the field for any number of reasons, some of them may be related to employment prospects, but not necessarily.

9.4 What is the attrition rate of interpreters in your province?
*Don't know.

9.5 Why do you think this happens?

*N/A

10.0 Technology Being Used or Developed

10.1 What types of technological teaching/instructing aides are you presently using at your institution? (ie. videos, computer generated signs)

*There are two labs equipped with self operating video cameras in order to film lab assignments.

*Also work with the Advertising department TV lab to create internal instructional videos
*30 combination TV/VCR's for instruction

*15 IBM computers with "signing" software, used primarily to build vocabulary

10.11 What is your opinion of the usefulness of this equipment?

*absolutely essential to our training program

10.12 Could you provide a list of videos and texts used presently?

*A copy is on file with Schwenker & Associates.

10.20 Are you aware of any new instructional technology that is or could be used to assist in interpreter training?

*IBM has a new video disc which is being tested with young people at a school for the deaf in Milton-Drury in California

10.21 Or in actual interpreting situations?

*N/A

11.0 After graduation, or as part of your program, is there some form of formal apprenticeship/practicum? Are you aware of any other apprenticeship opportunities in your province to ensure that interpreters have the appropriate skills?

*The Canadian Hearing Society has an apprenticeship program which a graduate can apply to.

*One of the current recommendations being studied by CAESLI (Canadian Association of Educators of Sign Language Interpreters) is the establishment of an apprenticeship program in conjunction with the Secretary of State.

12.0 Do you believe that there is an increased level of participation of deaf students at your school because you offer a Visual Language Training Program?

*There has been an increase in participation because the deaf feel more comfortable. Full time deaf student enrolment has climbed from 0 to 2 to 8 because there are more services and people to communicate with.
*The college has also established a special needs office.

12.1 How many of your graduate interpreters are involved in educational translation at your institution?

*All students in the Interpreter and Communicator programs are volunteer notetakers, communicators and participate in extra-curricular activities which gets the deaf more involved.

13.0 Can you think of anything else you would like to add?

*CAESLI has requested that AVLIC look at three levels of testing or evaluation of interpreters. The current CES is really for seasoned interpreters (although 3 of our grads actually passed it). The three levels would be introductory level (taken after 1 year in the field, intermediate level and seasoned level (using the currently designed CES tests).

*ASL is like Russian, you are learing a new language

*York University has a "Teacher of the Deaf" Program, to get in you must first have an MEd. or an OTC (Ontario Teachers Certificate). But the program has only 3 courses in ASL.

*A proposal is being formed to go to the Board of Education. Currently teachers of the deaf use SEE 2. The proposal suggests a 3 year part time program of ASL training for existing teachers of the deaf and support workers.

APPENDIX J

Interpreter Training Program - Red River College

Contains:

*Results of Survey of Existing Interpreter Training Programs in Canada - Red River College, Winnepeg, Man.

APPENDIX J - CONTENTS

EXISTING VISUAL SIGN LANGUAGE TRAINING PROGRAMS IN CANADA

RESPONSE FROM RED RIVER COLLEGE, WINNIPEG, MAN

Information provided in December 1991 by:

Terry Janzen
Program Director
Visual Language Interpreter Training Program

1.0 Background Information

1.1 Could you give me a brief history of your program? When it was established?

*The first interpreter training program began in 1977. It was a short summer program which took in students with some signing background. It ran for 2 or three years in the summers only.

*In 1982 Red River began its first full 10 month program (September to June), consisting of 3 terms, and the third term was a practicum. This ran until 1986, when it was altered to produce better skills.

*In 1986 Red River began its two year program, with one intake every two years. There are two reasons for this, one is a lack of resources to run a 1st and 2nd year concurrently; and the other is out of concern for flooding the market.

*There is concern that even two years training is not enough training to produce a qualified interpreter, but the college has a policy of only running 2 year programs.

Under what impetus?

*The first program was established (in 1977) because the college has a department which is responsible for integrating the deaf into the college. That department needed educational interpreters to accomplish this. It has developed from there...

1.2 Do you have advisory board involvement of the deaf community?

*the current advisory committee is heavily community based, and there has been a strong Deaf Community involvement in the program from the start - a lot of input and initiative *prior to setting up the Interpreter Training Program Advisory Committee (last year) a steering committee was struck to establish parameters for the program advisory committee; it was stipulated that 50% of the committee members should be from the Deaf Community.

*Current Committee has 10 members (including 2 non voting ITP representatives - the Director and the Dean of Student Services). Membership from the Deaf Community includes:

- local deaf association
- Manitoba Association of Visual Language Interpreters
- Sign Language Instructors of Manitoba
- Manitoba Cultural Society of the Deaf

Note: A copy of the Program Advisory Committee terms of reference are on file with Schwenker & Associates.

2.0 Admission Requirements and Curriculum

2.1 How long is the program?

*2 years (6 semesters, Sept to June each year)

2.2 How many credits must be earned over this time period?

*student must complete the compliment of courses established for the ITP

2.3 What type of certificate or diploma is given upon graduation?

*a standard community college completion certificate from the Interpreter Training Program

2.3 Could you describe your application/admission process?

*initially must complete standard college application form and meet standard college criteria; also need to list ASL courses taken and the level of fluency achieved in ASL

*deadline for application is Jan 31 in the year of new intake (i.e. every two years)

*The ITP wanted to stipulate a minimum ASL III, for it is difficult to define "fluency". Current definition is "to be able to carry on conversation with a deaf person on a variety of topics.

*each applicant is sent a questionnaire with 8 short-essay type questions on; ASL, the deaf community, interpreters, career plans, etc. - Questionnaire to be returned along with 3 references

*applicants are then invited to an interview with a panel ([D] and [H] panellists), half of which is conducted in English and the other half in ASL

*at the same time, applicants proceed through a video-taped language testing program (English & ASL)

*currently developing a standard English test (very important to have a good grounding in english)

2.4 May we please have copies of the admission requirements for your program?

*A copy is on file with Schwenker & Associates (including the short essay questionnaire).

2.5 Could we also have a basic program or curriculum description and individual course descriptions?

*A complete curriculum is on file with Schwenker & Associates.

3.0 Instructor Information

3.1 What is the minimum certification level you accept when considering candidates for instructing positions?

*minimum is a university degree

3.2 How many instructors does the program use, full and part time?

*1.5 full time equivalent - 1 FT [H] and 1 PT [D], as well as part time contract staff

3.31 Where did the present instructors get their training?
3.32 How many courses are taught by each?
3.33 What are the certification levels of your instructors?

Response Chart for Section 3.3

Instructor	Courses Taught	Certification & Where Trained
1. FT [H]		BEd RID Certification, SOS Screening took Red River Summer program in '78 lots of workshops and agency experience
2. PT [D]		BA, Communications some VISTA[1] curriculum training member of Deaf Community teaches Deaf Literacy program at college teaches deaf instructor program at college rates AVLIC CES test scores

3. A part time contract instructor teaches Introduction to Interpreting and Cross Cultural Interaction.

4. A part time teaching assistant oversees lab work and also teaches ASL courses at the college.

4.0 Budget Information

4.1 What is your total budget?

4.2 Could we get a general breakdown of your budget?

*A copy of the ITP budget information is on file with Schwenker & Associates. It was not received in time for publication with this report.

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[1] VISTA is a functional-notational approach to sign language acquisition which includes; oral English skills, deaf culture studies, linguistic analysis (eg. grammar and structure) and acquisition of American Sign Language. It was designed and formalized at Vista College in Berkeley, California by Cheri Smith (a CODA - child of deaf adult). To date work has been complete on VISTA Levels 1 and 2 with level 3 expected in 1992.

5.0 Funding/Income Information

5.1 What is the breakdown of the program's income sources?

*All funding is provided through the college based on yearly budget submissions. College operating grants are supplied entirely by Provincial Ministry of Education & Training. Tuition fees for the ITP Program (1990-92) are $$675/year. Approximate cost for books and supplies each year of the two year program is $400.

6.0 Enrolment Statistics

6.1 Number of students 1st year (max) 16 (min) 12

*Up to 16 participants are chosen to enter the two year program. Intake number depends on how many make it through the complete admissions process - will only take the number of qualified applicants.

6.2 What is the average dropout rate?

*1st 2 year program (Sept 1988 to June 1990)
Intake of 15 to first year
12 continued in second year

*2nd 2 year program (Sept 1990 to June 1992)
Intake of 14 to first year
13 are continuing in second year

6.21 Why do you think this is occurring?

*3 lost in first two year program - 2 didn't pass first year, other left based on ITP recommendation

*1 lost to date in second two year program - material reasons

6.3 How many students will graduate this year?

*13 (June 1992)

6.4 How many graduated per year in the last five years?

(June) 1990 Graduates: 12

7.0 Information on Employment Potential

7.1 What types of interpreting are you training your students to do? Do you have percentage breakdowns?

*types of work for 1st two year program graduates included secondary level education interpreters, college interpreters, free lance work, related fields.

8.0 Graduate Information

8.1 Do you track your graduates, ie. do you keep alumni records tracking where they are located, if they are working, what fields of interpreting are they working in, their salary ranges, or their demand for skills upgrading? May we have a copy of this record of your tracking information (names are not important)?

*there is no official tracking follow-up by the college, program does keep in touch with graduates

*From the 1st two year program, 10 were employed FT by September of 1990 in educational interpreting field (teachers assistants - both college and secondary level); 1 went into FT free lance work, and 1 became FT worker in bilingual ([D] & [H]) daycare

9.0 Salary and Employment Information

9.1 How much money are interpreters paid? Estimates are OK.

Hourly wage range	$10-50/hr, depending on where working and skills level
Mean	*NA
Yearly income range	$14,000 - 27,000
Mean	$22-23,000

NOTE: FT Educational Aid - Secondary $14,000
College $25-17,000

9.2 How many of your graduate interpreters are employed? Please estimate percentages or provide actual numbers.

*All 12 from 1st two year program are employed full time.

9.3 How many interpreters have non-interpreting full or part time jobs? Please estimate percentage or actual number.

*none (from two year program)

9.4 What is the attrition rate of interpreters in your province?

*no idea, but believes it is substantial

9.5 Why do you think this happens?

*even 2 years is not enough time to train interpreters, when trying to get them "job-ready" inadequate training has been a factor in the past

*struggle with ASL language ability of students entering the program, therefore a lot of time has to be spent building ASL skills (which takes away from interpreting training)

*work is very demanding - high stress level in this field - burnout

*many move into other fields - change careers (sometimes into related fields) - mostly due to improved earning potential outside interpreting

10.0 Technology Being Used or Developed

10.1 What types of technological teaching/instructing aides are you presently using at your institution? (ie. videos, computer generated signs)

*4 complete ITP sets - VCR, monitor and separate VHS camera and tripod *additional audio visual equipment borrowed as needed from the College library, including - more video equipment, cassette recorders (multiple head set units)

*there is a small TV production department on campus including editing suites - this is used to make the program's own lab material with quite a bit of involvement from the local Deaf Community

10.11 What is your opinion of the usefulness of this equipment?

*absolutely integral to our training program

10.12 Could you provide a list of videos and texts used presently?

*A list of commercial video titles is on file with Schwenker & Associates. The texts are listed in the ITP course material, also on file with Schwenker & Associates.

10.20 Are you aware of any new instructional technology that is or could be used to assist in interpreter training?

*No

10.21 Or in actual interpreting situations?

*No

11.0 After graduation, or as part of your program, is there some form of formal apprenticeship/practicum? Are you aware of any other apprenticeship opportunities in your province to ensure that interpreters have the appropriate skills?

*Each year of the program consists of 3 terms.

*In the first year training involves mostly video and as part of ASL course, students go out into the community to meet the deaf. A practicum is built into the 3rd term - students spend 1 week on location with practising interpreters.

*In the second year, students are expected to conduct interviews in the Deaf Community; lab training involves play-acting (eg. lawyer, platform speaking, PTA meetings) and interpreting sessions with volunteers from the local Deaf Community.

*Also two practicums in second year:

> 5th term there is some practising interpreter observation and some interpretation under guidance of professional interpreter.
>
> 6th term is full 3 month practicum involving two 6-week blocks with a 1 week report-back and feedback session in the middle - on-the-job includes job shadowing and a lot of actual interpreting (under watch of professional interpreter)

12.0 Do you believe that there is an increased level of participation of deaf students at your school because you offer a Visual Language Training Program?

*Red River College has been designated specifically to encourage deaf participation and therefore has long had programs for the Deaf.

*It also has a literacy program for the Deaf and an extensive evening program which uses a number of interpreters (past graduates of the training program). As a result there are lots of mainstream Deaf at the college.

12.1 How many of your graduate interpreters are involved in educational translation at your institution?

*Every interpreter (currently 4) hired by the college comes from its own interpreter training program.

13.0 Can you think of anything else you would like to add?

*strongly caution against reducing admission standards (english and ASL fluency) as trade-off for funding support from CEIC

*there is a shortage of interpreters in the country and a big shortage of programs for training interpreters (NOTE: Mr. Janzen is president of CAESLI - speaks from national experience)

APPENDIX K

Interpreter Training Program - Grant McEwan College

Contains:

*Results of Survey of Existing Interpreter Training Programs in Canada - Grant McEwan Community College, Edmonton, Alta.

*Please Note:

Information provided by return mail (rather than telephone interview) in December 1991 by:

Angela Straitiy
Program Chair
Marilyn Hooper
Instructional Assistant
Interpreter Training Program

APPENDIX K - CONTENTS

1.0 Background Information

1.1 Could you give me a brief history of your program? When it was established?

- The Interpreter Training Program was first offered as a 10-month pilot project in 1984/85. Ten students enrolled in and successfully completed the project.

Under what impetus?

- Deaf Community's need for educated interpreters.

Who founded the program?

- Grant MacEwan Community College's Community Education Division.

1.2 Do you have advisory board involvement of the deaf community?

- Yes. Currently twelve members on the Board consisting of 1 Alumni ITP, 1 Alberta Advanced Education, 1 Deaf & Hard of Hearing Services, 3 Deaf Representatives, 2 Alberta School for the Deaf, 1 Program Chair ITP, 1 Interpreter Supervisor, 1 Interpreter Referral Service, 1 Western Canadian Centre for Specialization in Deafness, 1 Alberta Chapter of the Registry of Interpreters for the Deaf, 2 Community Education Division - Projects Co-ordinator and Dean.

2.0 Admission Requirements and Curriculum

2.1 How long is the program?

- 10 months

2.2 How many credits must be earned over this time period?

- 45

2.3 What type of certificate or diploma is given upon graduation?

- Certificate of Completion of Interpreter Training Program

2.3 Could you describe your application/admission process?

- Application form c/w $25.00 fee. Registrar's office then forwards application package which consists of Biographical Information Sheet, 2 Reference Letter forms (one to be filled in, the other given as guideline to Deaf instructor who will sign the reference onto videotape). Applicants are required to write English Skills Appraisal Test, testing spelling, grammar, punctuation, vocabulary, Reading Comprehension English usage (Essay). If weak in some areas or all or failing any sections of the test - the applicants are recommended or required to acquire upgrading. Also, required are high school or post secondary transcripts. Evidence of p.s. English will exempt applicant from Skills Appraisal Exam. Applicants are given an American Sign Language Competency Exam (they are required to achieve 70% for a pass). Upon successful completion of all the above, the applicant is asked for a personal interview with the selection committee (usually Program Chair & 2-3 instructors). Committee considers: motivation, ASL skills, communication skills, attitude, maturity, experience in life, experience with deaf people, knowledge of field, professionalism.

2.4 May we please have copies of the admission requirements for your program?

- See enclosed Brochure

2.5 Could we also have a basic program, description and individual course descriptions?
- See enclosed Brochure

2.6 May we please have a copy of your curriculum or a calendar for your program?
- See enclosed Brochure

3.0 Instructor Information

3.1 What is the minimum certification level you accept when considering candidates for instructing positions?
- Alberta presently does not require community college instructors to have certification.

3.2 Where did the present instructors get their training?
- CSUN and Seattle Community College, Grant MacEwan Community College, Gallaudet University.

3.31 How many instructors does the program use, full and part time?
- 1 full-time Instructor/Program Chair, 5 part-time
  1 full-time Instructional Assistant

3.32 How many courses are taught by each?
- full-time - 3
  part-time - 1 each

3.33 What are the certification levels of your instructors?

Instructor	FT/P	Courses Taught	Certification Level	Where Trained
Angela Stratiy	FT	• Deaf Culture • American Sign Language for Interpreters • Seminar	Masters in Education RSC	Gallaudet
Marty Taylor	PT	• Eng/ASL • ASL/Eng	Masters in Educational Psychology Interpreter Training Certificate Certificate of Interpretation	California State University Seattle Community College Association of Visual Language Interpreters of Canada
Cynthia Pearson			B.S.W C.O.I. C.O.I. CSC RID	University of Calgary Association of Visual Language Interpreters of Canada
Tanya Adler			Interpreter Training Program Certificate C.O.I.	Grant MacEwan Community College Association of Visual Language Interpreters of Canada
Jennifer Adler			Leadership Training	Family Life Education Council
Evelyn Ellerman			Master of Comparative Literature	University of Alberta
Patricia Conrad			Master in Adult Education C.O.I.	University of Alberta Association of Visual Language Interpreters of Canada

4.0 Budget Information

4.1 What is your total budget? $142.000

4.2 Could we get a general breakdown of your budget?

Department	Budget
Salaries & Benefits	
Support Staff	14.600
Faculty	114.900
Instructional Assistance	3.600
Interpreter Service	1.000
Operating	7.900

5.0 Funding/Income Information

5.1 What is the breakdown of the program's income sources?

Source of Funds	Amount of Funds
Operating Grants from College*	142.800

*Base grant to College from Alberta Advanced Education

6.0 Enrolment Statistics

6.1 Number of students 1st year (max) 15 (current) 14
Number of students 2nd year (max) N/A (current) N/A
Number of students 3rd year (max) N/A (current) N/A

6.2 What is the average dropout rate?
- 2 students in the Interpreter Training Program history

6.21 Why do you think this is occurring?
- 1 - financial
- 1 - personal

6.4 How many graduated per year in the last five years?

1986 Graduates: 8
1987 Graduates: 11
1988 Graduates: 11
1989 Graduates: 14
1990 Graduates: 9
1991 Graduates: 11

7.0 Information on Employment Potential

7.1 What types of interpreting are you training your students to do? Do you have percentage breakdowns?

- Students trained in general areas - no specific areas of specialization. Students are given instruction in all areas listed.

8.0 Graduate Information

8.1 Do you track your graduates, ie. do you keep alumni records tracking where they are located, if they are working, what fields of interpreting are they working in, their salary ranges, or their demand for skills upgrading? May we have a copy of this record of your tracking information (names are not important)?

- Although we keep an up-to-date name and address file, we do not track employment. The Grant MacEwan Community College Alumni Association may keep records.

9.0 Salary and Employment Information

9.1 How much money are interpreters paid? Estimates are OK.

Hourly wage range	$15-$25
Mean	$17-$18
Yearly income range	(difficult to ascertain as freelance people work as much or as little as they wish. Staff positions and education interpreters I cannot comment on.

9.2 How many of your graduate interpreters are employed?
Please estimate percentages or provide actual numbers.

Full time = 30 Part time = 25
(These are educated guesses.)

9.3 How many interpreters have non-interpreting full or part-time jobs? Please estimate percentage or actual number.

Full time = 4

9.4 What is the attrition rate of interpreters in your province?

- Very low - perhaps 5%

9.5 Why do you think this happens?

- Pay too low to support selves and family
- Raising family

10.0 Technology Being Used or Developed

10.1 What types of technological teaching/instructing aides are you presently using at your institution? (ie. videos, computer generated signs)

- Videotapes and audiotapes

10.11 What is your opinion of the usefulness of this equipment?

- Very useful. Videotapes allow the students a great variety of 'experience' with deaf models and with signs choices on a local, national and international level.

10.12 Could you provide a list of videos and texts used presently?

- No. We currently have over 400 videotapes and 300 audiotapes for student use.

10.20 Are you aware of any new instructional technology that is or could be used to assist in interpreter training?

- See Interpreter Training Lab - Front Range Community College, Westminster, Colorado. As well, staff constantly keep up to date on new technologies and instructional methods via C.A.S.E.L.I. (Canadian Association for the Sign Language Interpreters).

10.21 Or in actual interpreting situations?

- Memberships in ACRID (Alberta Chapter of Interpreters for the Deaf) as well as AVLIC (Association of Visual Language Interpreters of Canada).

11.0 After graduation, or as part of your program, is there some form of formal apprenticeship/practicum? Are you aware of any other apprenticeship opportunities in your province to ensure that interpreters have the appropriate skills?

- The students have a 4-week practicum placement. (ie. 2 weeks in field with professional interpreter - one week in class for techniques instruction - 2 weeks again in the field) in the 3rd trimester.

12.0 Do you believe that there is an increased level of participation of deaf students at your school because you offer a Visual Language Training Program?

- No

12.1 How many of your graduate interpreters are involved in educational translation at your institution?

- Presently - one

13.0 Can you think of anything else you would like to add?

- We would be interested in receiving the results of the data you have compiled.

INTERPRETER TRAINING PROGRAM - GRANT MCEWAN COLLEGE

GMCC

Interpreter Training 1991-92

TWENTY YEARS

GRANT MACEWAN
COMMUNITY COLLEGE

Building Your Future

Seventh Street Plaza North
10030 – 107 Street
T5J 3E4

Jasper Place Campus
10045 – 156 Street
T5P 2P7

Cromdale Campus
8020 – 118 Avenue
T5B 0R8

Mill Woods Campus
7319 – 29 Avenue
T6K 2P1

INTERPRETER TRAINING

Community Education Division
Cromdale Campus

A Sign Language Interpreter is a person who is fluent in both English and Sign Language. This person acts as a communication link between people by interpreting from one language into the other in a variety of settings.

The Sign Language Interpreter transmits language between deaf and hearing people in everyday living situations. For example: the college classroom, a job interview, religious services, a visit to the doctor's office, a courtroom hearing, an evening at the theatre or even specialized television broadcasts.

The Interpreter Training Program is one of the few available in Canada. Graduates will have the opportunity to play a leading role in the further development of the profession of Sign Language Interpreting.

Career Potential

There is a growing demand for interpreters as more deaf Canadians seek equal access to education, employment, social and legal services.

Graduates of this program are qualified to work in a wide variety of entry-level positions. Interpreters may be employed directly by schools or postsecondary institutions. Many work through interpreter referral services in a diversity of settings from medical appointments to employment interviews to meetings. A combination of work experience and continuing education can lead to more highly specialized assignments in, for instance, legal or psychiatric settings. Working titles include educational sign language interpreter, secretary of state sign language interpreter, staff sign language interpreter, freelance sign language interpreter, etc.

Interpreting can be a highly flexible career, lending itself well to part-time and fulltime work, days or evenings, in routine or highly variable settings, with the same or changing consumers. There are increasing possibilities for mobility across the country.

The Program

The Interpreter Training Program is intensive with the objective of providing students with the basic, practical knowledge and skills required for entry-level into the profession.

This emphasis on applied knowledge means that the majority of instructional time is devoted to skill development in the core areas of ASL to English and English to ASL Interpreting processes. Language development in English and American Sign Language is also stressed.

Supporting skill development in the interpreting processes, are courses on the ethics and standards of the interpreting profession, the culture and organization of the deaf community, and the cross-cultural requirements of interpreting.

Instruction is conducted in both English and American Sign Language.

In the third trimester students complete a 150-hour practicum under the supervision of working interpreters. Each student works in at least three different settings to expose him/her to a variety of interpreting styles, consumer requirements and situational demands.

Faculty consists of a variety of community resource people, including certified interpreters with experience in the profession and knowledgeable and active members of the deaf community.

By the end of the program, students will be knowledgeable about the professional network of interpreters, the major agencies providing services to the deaf community, and the variety of prospective consumers of interpreting services.

Admission Requirements

Regular admission requires an Alberta high school diploma or equivalent. Mature status admission is available to those at least 18 years old and out of high school for one year. Candidates must submit official high school and, if applicable, postsecondary transcripts, a biographical application and two letters of reference. Appraisals of both American Sign Language and English skills are included in the application process.

Candidates must be eligible to enter EN 100.3. Any developmental courses required as a result of the Skills Appraisal must be successfully completed before the program begins. The ASL screening test score must be better than 50%. Applicants may be asked to a personal interview before the final selection.

We are looking for highly motivated individuals who have already developed sign language skills (preferably equivalent to A.S.L. Level IV or more) and who demonstrate sensitivity to the needs of deaf individuals. Our selection considers: sign language competence, oral and written English skills, prior experience with deaf individuals, knowledge of the field of interpreting, good communication skills, evidence of a flexible, non-judgmental attitude and ability to handle stress.

Program

Trimester I (September – December)		**Total Inst. Hrs.**
EN 100.3	Communications	(45:0:0)
IT 101.5	A.S.L. for Interpreters I	(30:105:0)
IT 105.4	English to A.S.L. Interpreting I	(30:60:0)
IT 106.4	A.S.L. to English Interpreting I	(30:60:0)
IT 112.3	Interpreting as a Profession I	(45:0:0)
IT 120.1	Weekly Seminar	(0:45:0)

Trimester II (January – April)		**Total Inst. Hrs.**
IT 201.4	A.S.L. for Interpreters II	(30:60:0)
IT 205.4	English to A.S.L. Interpreting II	(30:75:0)
IT 206.4	A.S.L. to English Interpreting II	(30:75:0)
IT 212.2	Interpreting as a Profession II	(30:15:0)
IT 215.3	Deaf Culture and Community	(45:0:0)
IT 220.1	Weekly Seminar	(0:45:0)

Trimester III (May – June)		**Total Inst. Hrs.**
IT 301.1	A.S.L. for Interpreters III	(15:0:0)
IT 307.2	Interpreting Techniques	(30:0:0)
IT 312.1	Interpreting as a Profession III	(15:0:0)
IT 321.1	Practicum Lab	(0:30:0)
IT 322.2	Practicum for Interpreters	(0:0:150)

Course Descriptions

EN 100.3
Communications (45:0:0)

This is a college level course offered to all students in the college but especially designed to assist Interpreter students to become skilled in evaluating and summarizing oral messages. The course also provides the opportunity for the student to improve oral communications skills through extensive classroom practice. While the emphasis is on the entire oral communication process in English, comparisons will be made regularly between English and ASL.

IT 101.5
A.S.1. for Interpreters I (30:105:0)

This course is designed to review the fundamentals of American Sign Language grammar and to further develop vocabulary. The emphasis is on the development of conversational fluency.

IT 105.4
English to A.S.1. Interpreting I (30:60:0)

This is an introduction to the interpreting process covering both the principles of interpretation and skill development in English to ASL interpreting. Special emphasis will be placed on vocabulary development in both languages and the initial skills of active attention and memory development in consecutive and simultaneous interpreting.

IT 106.4
A.S.1. to English Interpreting I (30:60:0)

This is an introduction to the interpreting process covering both the principles of interpretation and skill development in ASL to English interpreting. Special emphasis will be placed on vocabulary development in both languages and the initial skills of active attention and memory development in consecutive and simultaneous interpreting.

IT 112.3
Interpreting as a Profession I (45:0:0)

An introduction to the professional role of interpreting including an examination of the ethics and standards governing the role and the values of professionalism. A component of the course examines and develops students' own interpersonal skills.

IT 120.1
Weekly Seminar (0:45:0)

Seminar to provide students with the opportunity to discuss and review the week's instruction, evaluate their progress and set learning goals for the following week.

IT 201.4
A.S.1. for Interpreters II (30:60:0)

This course refines clarity and fluency of expressive skills. Receptive exposure to variations in signs and signing styles is included in order to assist students to understand nuances of the language. Also introduced are specialized vocabularies and a wider range of technical and/or complex topics. Prerequisite: IT 101.5

IT 205.4
English to A.S.1. Interpreting II (30:75:0)

Further study and skill development in English to ASL interpreting with the objectives of developing accuracy, articulation and fluidity and using lag time in simultaneous interpreting. Prerequisite: IT 105.4

IT 206.4
A.S.1. to English Interpreting II (30:75:0)

Further study and skill development in ASL to English interpreting with the objectives of developing accuracy, articulation and fluidity and using lag time in simultaneous interpreting. Prerequisite: IT 106.4

IT 212.2
Interpreting as a Profession II (30:15:0)

This course assists students' development of professional strategies and ethical judgment through exposure to real and simulated interpreting settings. Consumer rights, conflicting demands, dual roles will be considered. Career opportunities through community visits will also be introduced. Prerequisite: IT 112.3

IT 215.3
Deaf Culture and Community (45:0:0)

This course begins with a discourse on general sociology and culture but is focussed on an understanding of the culture and perspectives of the deaf community and the social dynamics between deaf and hearing people.

IT 220.1
Weekly Seminar (0:45:0)

Seminar to provide students with the opportunity to discuss and review the week's instruction, evaluate their progress and set learning goals for the following week.

IT 301.1
A.S.1. for Interpreters III (15:0:0)

An opportunity for students to maintain language fluency and to incorporate more specialized language uses related to practicum and future employment settings. Prerequisite: IT 201.4

IT 307.2
Interpreting Techniques (30:0:0)

The introduction of specific techniques used for special settings and/or consumer needs such as team interpreting, interpreting for deaf-blind or oral consumers. Prerequisites: IT 205.4, IT 206.4

IT 312.1
Interpreting as a Profession III (15:0:0)

A further examination of interpreting as a profession with emphasis on the practical aspects of maintaining employment and continued professional growth. Prerequisite: IT 212.2

IT 321.1
Practicum Lab (0:30:0)

This course has two components. One is to provide students with the opportunity to analyze and discuss their learning in the practicum while the other will allow for individualized review and practice to prepare for practicum placements.

IT 322.2
Practicum for Interpreters (0:0:150)

Practicum placements are arranged with working interpreters to provide students with exposure to, and supervised practice in, a variety of interpreting settings and with different consumers. Prerequisites: IT 201.4, IT 205.4, IT 206.4

Faculty

Angela Stratiy	Program Chair
Marty Taylor	Instructor P/T
Tanya Adler	Instructor P/T
Patricia Conrad	Instructor P/T
Marilyn Hooper	Instructional Assistant

Advisory Committee

Charmaine Muise, Chairperson
  Instructor
  Alberta School for the Deaf
Shirley Kabachia
  Counsellor for the Disabled
  Northern Alberta Institute of Technology
Darlene Karran
  Interpreter
  Alberta School for the Deaf
Ian Kershaw
  Executive Director
  Deaf and Hard of Hearing Society, Calgary
Helen Lees
  Alberta Chapter of Registry of Interpreters of the Deaf
Hardial Pannu
  Vice President, Alberta College Interpreter Referral Service
JoAnne Robinson
  Alberta Association of the Deaf
Dr. Michael Rodda
  Coordinator, Western Canada Centre for Specialization in Deafness
  University of Alberta

Contact

The Registrar
Grant MacEwan Community College
Box 1796
Edmonton, Alberta
T5J 2P2
(403) 483-4411

Grant MacEwan
Community College

"This calendar is published for information to the general public. Every effort is made to ensure accuracy at the time of printing. The College must – as in the past – reserve the right to make any necessary changes in matters discussed herein, including procedures, policies, calendar, curriculum course content or emphasis and costs."

APPENDIX L

Interpreter Training Program - Vancouver College

Contains:

*Results of Survey of Existing Interpreter Training Programs in Canada - Vancouver Community College, Vancouver, BC.

EXISTING VISUAL SIGN LANGUAGE TRAINING PROGRAMS IN CANADA

RESPONSE FROM VANCOUVER COMMUNITY COLLEGE, VANCOUVER, BC

Information provided in November 1991 by:

Roger Ofield
Coordinator
Department of Sign Language Studies

1.0 Background Information

1.1 Could you give me a brief history of your program? When it was established?

*First established in 1973 as a 10 mo. "Interpreters of Sign Language for the Deaf" program. Canada Employment bought all 20 seats and continued to do so through to the end of 1986.

*Program geared to teach ASL and graduate basic communicators, especially to work as educational assistants in the education system.

*Program revised in 1987. Became 13 mo. intensive study - first 3 months involved 280 hours of training using VISTA[1] 1, and a consecutive 10 months with 1043 hours of training using VISTA 2 and other teaching materials/approaches.

*Most recent program revision in 1991. Still a 13 mo. program, but requires entry level equivalent to VISTA 1 to get into first 3 month section. Now 3 month section concentrates on VISTA 2 and 10 month section will incorporate VISTA 3 when it becomes available in 1992.

*The revision was undertaken in conjunction with Douglas Community College (DCC), where graduates of VCC can go on to appropriately develop professional interpreter skills. VCC had plans to develop its own additional program segment to augment interpreter skills, but agreed to act as a feeder program into DCC.

---

[1] This teaching format was similar to "English as a second language" approach. Formalized at Vista College in Berkeley, California by Cheri Smith (a CODA - child of deaf adult). To date work has been complete on VISTA Levels 1 and 2 with level 3 expected in 1992. According to Roger, VISTA is a functional-notational approach to sign language acquisition which includes; oral English skills, deaf culture studies, linguistic analysis (eg. grammar and structure) and acquisition of American Sign Language.

*The 13 month program graduates individuals with fluent ASL communication skills and a basic understanding of interpreting between two cultures.

Under what impetus?

*The initial interest was generated by American legislation in the early 70's dealing with equal access provisions for disabled persons.

*The province became interested in what was happening to the Deaf after graduation from the Jericho Hill School for the Deaf in Vancouver. Began sending graduates to Gallaudet University in Washington.

*About the same time, the minister from the Lutheran Mission to the Deaf was providing interpreting support services and began tutoring at a pilot project for the Deaf in the local community college (VCC). More support was needed and the program was fully supported by CEIC when it kicked off in 1973.

1.2 Do you have advisory board involvement of the deaf community?

*There is now a joint VCC/DCC Program Advisory Committee for both colleges' programs.

*It has 11 members with a number of ex-officio representatives, together of which include the following:

4 Representative of the Deaf Community
MEd Program - Teachers of the Deaf, UBC
Ministry of Advanced Education, Colleges Curriculum Branch
CEIC, Regional Office Training Consultant
Provincial Vocational Rehabilitation Department
Western Institute of Deaf and Hard of Hearing
Westcoast Association of Visual Language Interpreters
Jericho Hills School for the Deaf
Ministry of Advanced Education, Adult Special Education and Human Services Programs
College reps from VCC and DCC

Note: A copy of the Program Advisory Committee terms of reference are on file with Schwenker & Associates.

2.0 Admission Requirements and Curriculum

2.1 How long is the program?

*13 months in total.

*There are two phases to the program, the first is 3 mo. long. There are 3 intakes to this program, of 20 students each (Sept 20, Jan 20, and Ap 20). From the graduates of these three groups, 20 students are chosen to enter the second phase, which is 10 mo. long.

2.2 How many credits must be earned over this time period?

*NA

2.3 What type of certificate or diploma is given upon graduation?

*a standard community college completion certificate entitled "Interpreter Development Program Certificate"

2.3 Could you describe your application/admission process?

*entrance requirements include; grade 12 diploma with academic level English plus prerequisite ASL acquisition (VISTA 1 or equivalent 100 hours study in ASL and deaf culture).

*VISTA 1 cam be taken part time in the evenings over 4 semesters at VCC to earn the prerequisite. By the year 2000 it is expected to require an undergraduate degree to gain entrance to the program

*admission to first 3 mo. phase on a "first come, first served" basis. It is preferred that the potential entrant make an effort to meet with the Coordinator, prior to admission.

2.4 May we please have copies of the admission requirements for your program?

*A copy is on file with Schwenker & Associates.

2.5 Could we also have a basic program or curriculum description and individual course descriptions?

*A complete curriculum is on file with Schwenker & Associates.

3.0 Instructor Information

3.1 What is the minimum certification level you accept when considering candidates for instructing positions?

*NA

3.2 How many instructors does the program use, full and part time?

*2 FT instructors (both Hearing [H]), and 3 PT Instructional assistants (all Deaf [D])

* A copy of the Job Description of the instructional assistant position is on file with Schwenker & Associates.

3.31 Where did the present instructors get their training?
3.32 How many courses are taught by each?
3.33 What are the certification levels of your instructors?

Response Chart for Section 3.3

Instructor	Courses Taught	Certification & Where Trained
1. FT [H]		Manitoba Teaching Certificate BA Education (English Major) Diploma. Special Education of the Deaf (Gallaudet College, Wash)
2. FT [H]		2 yrs post secondary (Simon Fraser U) Long Service in Deaf Community
Instructional Assistants		
3. PT [D]		Gallaudet College graduate Member of Deaf Community
4. PT [D]		Jericho Hill School for the Deaf grad Service with Deaf Childrens' Society Member of Deaf Community
5. PT [D]		Printing Production Program Cert (VCC) 1 yr. Gallaudet Member of Deaf Community

4.0 Budget Information

4.1 What is your total budget? $165,000

4.2 Could we get a general breakdown of your budget?

*A copy of the 1991/92 budget is on file with Schwenker & Associates.

Department	Budget	
Salaries		
2 FT Instructors & 3 PT Instructional Ass'ts	$135,808	+ 1130
Benefits	10,013	+ 158
Operations:*		
Instructional Materials		
Teaching Supplies		
Office Expenses		
Other Expenses	8,650	
Total		$164,759*

Notes to Budget Figures:
+Additions to the Budget during 1991/2

*Does not include any capital expenses as they are under the college capital acquisitions budget and ownership.

5.0 Funding/Income Information

5.1 What is the breakdown of the program's income sources?

*All funding is provided through the college based on yearly budget submissions. College operating grants are supplied entirely by Ministry of Advanced Education, Technology. Tuition fees for VCC are $131/ month. Approximate cost for books is $125 for the first 3 mo. and $325 for the 10 mo. second phase.

*Some students in the program are supported by Canada Employment.

6.0 Enrolment Statistics

6.1 Number of students 1st year (max) 3 intakes of 20

Number of students 2nd year (max) 20 (current) 20

6.2 What is the average dropout rate?

During first year: 10-12 %

During second year: 10%

6.21 Why do you think this is occurring?

*Natural attrition

6.3 How many students will graduate this year?

* 20

6.4 How many graduated per year in the last five years?

(June) 1988 Graduates: 13
1989 Graduates: 19
1990 Graduates: 15
1991 Graduates: 20

7.0 Information on Employment Potential

7.1 What types of interpreting are you training your students to do? Do you have percentage breakdowns?

*The intent of the program at Vancouver Community College is to graduate fluent communicators. This makes them able to effectively conduct consecutive interpreting (i.e. not simultaneous)

*Once graduated, a student can work in entry level communicator/ interpreter positions or in the educational field, but the program encourages such aspirants to take a certificate or diploma program in Teaching Assistance

*Graduates of the program can also enter additional college training in; Early Childhood Education, Special Education Assistant, Community Support Worker, Child/Youth Care Counsellor, Home Support Worker or Therapist Assistant, etc. - any program which will graduate workers which interface with the Deaf Community.

*Graduates of the Certificate Program are also encouraged to flow to Graduate Diploma Training at Douglas Community College. (See Flow Chart attached.)

8.0 Graduate Information

8.1 Do you track your graduates, ie. do you keep alumni records tracking where they are located, if they are working, what fields of interpreting are they working in, their salary ranges, or their demand for skills upgrading? May we have a copy of this record of your tracking information (names are not important)?

*Majority are in educational interpreting field (teachers assistant) or working with youth.

*College has a very sophisticated tracking and surveying system of graduates through its Office of Institutional Research. A copy of the tracking instrument is on file with Schwenker & Associates.

9.0 Salary and Employment Information

9.1 How much money are interpreters paid? Estimates are OK.

*most program graduates are hired through employer contact with the college seeking their services.

Hourly wage range	
Mean	
Yearly income range	$17 - 18,000 is normal
FT Educational Aide	$19 - 24,000 approx.

*1991 Stats provided by the College indicated that 71% of graduates are working in school districts with a salary range of $14,000 to $18,900 with a mean salary of $17,145.

9.2 How many of your graduate interpreters are employed? Please estimate percentages or provide actual numbers.

*NA (but believes most are working in the field or in a related field)

9.3 How many interpreters have non-interpreting full or part time jobs? Please estimate percentage or actual number.

*NA

9.4 What is the attrition rate of interpreters in your province?

*no one has that information as to BC

9.5 Why do you think this happens?

*NA

10.0 Technology Being Used or Developed

10.1 What types of technological teaching/instructing aides are you presently using at your institution? (ie. videos, computer generated signs)

*5 "tripacs" consisting of 28" TV monitor, VCR and a video camera mounted on the "tripac" which is all on cart. (Currently shared 1 to 2 students, would prefer ten)

*4 smaller monitors and VCRs for viewing instructional videos

*14 cassette players with multiple jacks

10.11 What is your opinion of the usefulness of this equipment?

*absolutely integral to our training program

10.12 Could you provide a list of videos and texts used presently?

*A complete copy of video titles is on file with Schwenker & Associates. The texts are listed in the detailed curriculum, also on file with Schwenker & Associates.

10.20 Are you aware of any new instructional technology that is or could be used to assist in interpreter training?

*No

10.21 Or in actual interpreting situations?

*Not expected in lifetime of Program Coordinator.

11.0 After graduation, or as part of your program, is there some form of formal apprenticeship/practicum? Are you aware of any other apprenticeship opportunities in your province to ensure that interpreters have the appropriate skills?

*want to start internship after graduation the program at Douglas Community College and get CEIC to sponsor it. (See also comments made in DCC response.)

12.0 Do you believe that there is an increased level of participation of deaf students at your school because you offer a Visual Language Training Program?

*Not really, we already have quite a bit of participation at our college because it has specific programs for the Deaf at the main campus and extensive support services.

12.1 How many of your graduate interpreters are involved in educational translation at your institution?

*All four of the special education support workers/instructional assistants are graduates of the College program.

13.0 Can you think of anything else you would like to add?

*There were two follow-up letters on the topic of recommendations for the content and approach of the Interpreter Training Program for Atlantic Canada. These letters are on file with Schwenker & Associates and excerpted below:

> *the program should be "2 years of interpreter training ONLY upon assessment of the applicants as having full fluency in ASL, a high academic level of English, a minimum of 1st year general linguistics and 1st year cultural anthropology (or cross cultural studies of some kind"
>
> *"the purpose for requiring general linguistic study and cultural anthropology in advance of any interpreter training is that if the 2 year program of study is following appropriate in-depth curriculum based upon a valid cognitive process of interpreting there cannot possibly be enough time/study hours to include these other areas. Certainly, there will be no time whatsoever to be continuing language acquisition and [one] cannot commence interpreting process studies without a base of general linguistics and cultural studies."
>
> *"must fully understand the need to learn the ASL language and culture quite separately, independently and in advance of the study of interpreting process"
>
> *fluency in ASL: "apart from the conversational/ communicational use of ASL, [there should be] a written assessment of the syntactical structure and grammar of the language."
>
> *possible sponsorship of students in American programs on the East Coast of the United States - specific program recommended - Northeastern University in Boston Massachusetts. "It would be well worth the province of Nova Scotia (or combined Maritime Forces) to sponsor 4 or 5 students a year or every two years for the next 5-10 years in a degree granting program. The quality of interpreting on the East Coast would be raised immeasurably when the graduates returned home to work."

APPENDIX M

Interpreter Training Program - Douglas College

Contains:

*Results of Survey of Existing Interpreter Training Programs in Canada - Douglas Community College, Westminster, BC.

EXISTING VISUAL SIGN LANGUAGE TRAINING PROGRAMS IN CANADA

RESPONSE FROM DOUGLAS COMMUNITY COLLEGE, WESTMINSTER, BC

Information provided in December 1991 by:

Jan Humphrey
Coordinator
Visual Language Interpreter Training Program

1.0 Background Information

1.1 Could you give me a brief history of your program? When it was established?

*Originally developed in 1987 as a 10 month program; ran as such for two intakes in 87/88 and 88/89.

*Program revised in 1989 as a two year program, with one intake every two years.

*Became a graduate program for those graduating from Vancouver Community College (VCC); commenced in August 1991.

Under what impetus?

*initially established due to the British Columbia policy on mainstreaming the deaf into regular classrooms and the resultant need for more educational aides (interpreters)

*Revision in 1991 due to discontent with the interpreters skills of those graduating from VCC.

*VCC is not a feeder program; after its 13 mo. program, graduates may enter into the 2 yr. DCC interpreter training program.

1.2 Do you have advisory board involvement of the deaf community?

*There is now a joint VCC/DCC Program Advisory Committee for both colleges' programs.

*It has 11 members with a number of ex-officio representatives; together of which include the following:

4 Representative of the Deaf Community
MEd Program - Teachers of the Deaf, UBC
Ministry of Advanced Education, Colleges Curriculum Branch

CEIC, Regional Office Training Consultant
Provincial Vocational Rehabilitation Department
Western Institute of Deaf and Hard of Hearing
Westcoast Association of Visual Language Interpreters
Jericho Hills School for the Deaf
Ministry of Advanced Education, Adult Special Education and Human Services Programs
College reps from VCC and DCC

Note: A copy of the Program Advisory Committee terms of reference are on file with Schwenker & Associates (in the VCC file).

2.0 Admission Requirements and Curriculum

2.1 How long is the program?

*2 years

2.2 How many credits must be earned over this time period?

*NA

2.3 What type of certificate or diploma is given upon graduation?

*Associate Diploma in Visual Language Interpreting

2.3 Could you describe your application/admission process?

*there are 4 threshold tests; 1) specific written English, 2) written and manual ASL; 3) knowledge of deaf culture, and 4) principles of deaf sign language interpreting. (This prerequisite knowledge should be picked up at VCC OR other interpreter training programs.)

NOTE: All tests are being reviewed and revised. Copies of the test should be available by May 1992.

*if successful, potential entrants are invited to a one-on-one interview

*at the same time, a group dynamics analysis is administered to test for emotional and psychological stability.

*Program intakes maximum of 18 students every 2 years

2.4 May we please have copies of the admission requirements for your program?

*A copy is on file with Schwenker & Associates.

2.5 Could we also have a basic program or curriculum description and individual course descriptions?

*A complete curriculum is on file with Schwenker & Associates.

3.0 Instructor Information

3.1 What is the minimum certification level you accept when considering candidates for instructing positions?

*NA

3.2 How many instructors does the program use, full and part time?

*2 FT (one each [H] and [D], of which the [H] is also 1/4 time administrator), 3 PT faculty (2 [H], 1 [D]), and one FT teaching assistant [D].

* A copy of the Job Description of the instructional assistant position is on file with Schwenker & Associates.

3.31 Where did the present instructors get their training?
3.32 How many courses are taught by each?
3.33 What are the certification levels of your instructors?

Response Chart for Section 3.3

Instructor	Courses Taught	Certification & Where Trained
1. FT [H]		PHD Instruction & Curriculum in Interpreter Education (Brigham Young) MA Special Needs Education (Texas A&M) Two California Teaching Certificates, the 2nd to teach Adult Education RID-Comprehensive Skills Cert. (CSC) AVLIC-CES (written portion) July 91 Comprehensive Certification in ASL & SEE (Sign Instructors Guidance Network)

2. FT [D]	BA - Gallaudet Sign Language Interpreters of Cda exam 6 yrs Instruction Experience starting in '92, MA in Teaching Sign Language Interpreting (Western Maryland College)
3. PT [H]	MA (1 more summer) Teaching Interpreting (Western Maryland College) BA, Cross Cultural Communication (UBC) AVLIC-CES
4. PT [H]	AVLIC-CES 13 yrs. interpreting experience Owns interpreting business in Vancouver PT teaching experience (DCC)
5. PT [D]	PT teaching experience (DCC, VCC, other) Sign Language Interpreters of Cda exam member of Deaf community
Instructional Assistant	
6. FT [D]	Teaches PT at VCC Taught with Deaf Childrens' Society member of Deaf community

NOTE: There is currently discussions regarding faculty and staff exchanges between VCC and DCC to start in the 92/93 Academic year. Such exchanges will benefit both programs.

4.0 Budget Information

4.1 What is your total budget? $195,600+

4.2 Could we get a general breakdown of your budget?

Department	Budget
Salaries	
2 FT Faculty	$106,000
3 PT Contract Instructors	36,400
1 FT Instructional Assistant	26,000
Benefits (@12%)	20,200

Department	Budget (cont')
Operations:*	
Instructional Materials & Teaching Supplies	5,000
Honoraria	1,000
Other Expenses (Field Trips)	1,000
Total	$195,600+

Notes to Budget Figures:

+Does not include any capital expenses as they are under the college capital acquisitions budget and ownership.

*Does not include Program contribution to departmental administration and clerical overhead (approx. $5-7000)

5.0 Funding/Income Information

5.1 What is the breakdown of the program's income sources?

*All funding is provided through the college based on yearly budget submissions. College operating grants are supplied entirely by Ministry of Advanced Education, Technology. Tuition fees for DCC are $35/credit hour, approximately 74 credit hours over two years, therefore tuition is $1295/year. Approximate cost for books is $275 per year.

6.0 Enrolment Statistics

6.1 Number of students 1st year (max) 16 (current) 18*

*Intake of 18 because expected to drop by one or two over the two year program. 1 has already dropped out during the first year of 1991/92, therefore current level is 17 students.

NOTE: The Conference of Interpreter Trainers (a US organization) recommends that the maximum number of students in an ASL course is 12 and the maximum in an interpreting program is not more than 15 in a class.

6.2 What is the average dropout rate?

*Fairly low, 1 per year.

6.21 Why do you think this is occurring?

*Rigorous intake testing keeps the attrition low.

6.3 How many students will graduate this year?

*14 or 15 will graduate in the spring of 1993

6.4 How many graduated per year in the last five years?

(June) 1988 Graduates: 14*

1989 Graduates: 16*

1991 Graduates: 19

*Guestimates of graduates in 88 and 89 from first two 1-year programs. Started two year program in fall of 1989, first graduates in June 1991.

7.0 Information on Employment Potential

7.1 What types of interpreting are you training your students to do? Do you have percentage breakdowns?

*"The field of visual language interpreting is a rapidly expanding field due to the ever increasing needs of deaf individuals to access education, career development, medical/mental health programs....Graduates of Douglas College...may be employed in elementary, secondary or post-secondary education, federal or community agencies. Graduates may opt to work as self-employed independent contractors, providing their services in an even more diverse array of settings."

Quoted from DCC information circular on the Visual Language Interpreter Training Program. On file with Schwenker & Associates.

8.0 Graduate Information

8.1 Do you track your graduates, ie. do you keep alumni records tracking where they are located, if they are working, what fields of interpreting are they working in, etc. May we have a copy of this record of your tracking information?

*All graduates of the program to date are employed in the field of interpreting (or a related field), except those that have gone on to BA studies in local universities.

*Current Program Coordinator has undertaken an informal survey of past two graduating classes. Results on file with Schwenker & Associates.

9.0 Salary and Employment Information

9.1 How much money are interpreters paid? Estimates are OK.

*While this information was not available at the time of the interview the following information is general data from British Columbia regarding educational interpreters:

FT Post Secondary Educational Aide:	$19 - 24,000
FT Secondary Educational Aide:	$14 - 18,900

9.2 How many of your graduate interpreters are employed? Please estimate percentages or provide actual numbers.

*See answer to 8.0 above.

9.3 How many interpreters have non-interpreting full or part time jobs? Please estimate percentage or actual number.

*See answer to 8.0 above.

9.4 What is the attrition rate of interpreters in your province?

*no one has that information as to BC

9.5 Why do you think this happens?

*NA

10.0 Technology Being Used or Developed

10.1 What types of technological teaching/instructing aides are you presently using at your institution? (ie. videos, computer generated signs)

*The program uses video cameras, VHS playback units and monitors as well as audio tape players.

10.11 What is your opinion of the usefulness of this equipment?

*absolutely integral to our training program

10.12 Could you provide a list of videos and texts used presently?

*A complete copy of video titles is on file with Schwenker & Associates. A number of instructional resource addressed were also provided and are on file.

10.20 Are you aware of any new instructional technology that is or could be used to assist in interpreter training?

*The National Technical Institute for the Deaf (Rochester, NY) is developing an interactive(?) video disk which can be pre-programmed to play certain selections or quickly searched for what you want.

10.21 Or in actual interpreting situations?

*NA

11.0 After graduation, or as part of your program, is there some form of formal apprenticeship/practicum? Are you aware of any other apprenticeship opportunities in your province to ensure that interpreters have the appropriate skills?

*want to start internship after graduation the program. Currently working with CEIC to have interpreters declared a critical skills shortage. Once declared, it is anticipated that a 6-9 mo. internship program could be set in place that would have program graduates working alongside with a professional interpreter to improve skills of the recent graduate.

12.0 Do you believe that there is an increased level of participation of deaf students at your school because you offer a Visual Language Training Program?

*Absolutely. We require our program students to do volunteer work, especially at student body activities which makes them accessible to the deaf.

12.1 How many of your graduate interpreters are involved in educational translation at your institution?

*All four of the special education support workers/instructional assistants are graduates of the College program.

13.0 Can you think of anything else you would like to add?

*Regarding the training of interpreters for Nova Scotia:

> "You may want to explore the possibility of sending some students to other schools. Perhaps investigate the costs of enroling them elsewhere in the country.
>
> "For example, Nova Scotia could sponsor 5 'graduate' or 'advanced' students at Douglas; the only cost would be the contribution of enough money to keep up the quality of instruction for all enroled at our college."

*Regarding the long range plans at DCC:

> "In the long range plan there is a desire to develop the VLITP to the level where we can award an Associate Degree of Applied Arts (with full university transferability)."

APPENDIX N

Survey Results - Atlantic Interpreters

Contains:

*Results & Statistical Analysis - Atlantic Canada Sign Language Interpreter Survey [1991]

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH

ATLANTIC CANADA SIGN LANGUAGE INTERPRETER SURVEY
RESULTS AND STATISTICAL ANALYSIS

Introduction

This report will summarize the research findings by providing aggregated data for each of the questions of the survey.

The survey was completed during late December 1991, and January 1992. The survey was accomplished distributing questionnaires to all of the 29 identified interpreters in Atlantic Canada. Responses were then obtained in confidence by mail from all participating interpreters.

The total number of returned, completed surveys was twenty (20), therefore, N=20.

Results and Analysis

I. General Information

Average Age: 31.8 years

Citizenship:
15 or 75% Canadian
2 or 10% US
2 or 10% No Resp.
1 or 5% Can/US

Gender:
17 or 85% Female
2 or 10% Male
1 or 5% No Resp.

Deaf/Hearing:
19 or 95% Hearing
1 or 5% No Resp.

Marital Status:
13 or 65% Mar
4 or 20% Sin
3 or 15% N/R

Any Other Disability:
19 or 95% None Reported
1 or 5% Epilepsy

II. Knowledge of Sign Languages

ASL: 16 or 80% MSL: 9 or 45% PSE: 20 or 100%

MSE: 11 or 55% SEE: 7 or 35% LSQ: 0 or 0%

III. Education

Secondary:	Completed High School	19 or 95%
	Completed Grade 11	1 or 5%
Post Secondary:	Undergraduate degrees	8 or 40%
	Some university	4 or 20%
	Masters degrees	1 or 5%
	Masters in progress	1 or 5%
	Community College	1 or 5%
	Technical College	1 or 5%
	No post secondary	4 or 20%

Undergraduate degrees included:
1 BSc. in Psychology, 3 BA's
1 AAS in Photography, 1 BBA
1 B Communications Design
1 BA Spch. Pathology/Audiology

Masters degrees included:
1 MEd. in progress
1 MA in Deaf Education

IV. Visual Language Interpreter Training

Program Location	Languages Learned	Length of Prog.	Cert. Given	P/F	Number Taking
SMU	ASL, PSE	12 mons	Compl.	P	9
Alberta College	ASL	6 mons	Compl.	P	1
Grant McEwan	ASL	6 mons	Compl.	P	1

Program Location	Languages Learned	Length of Prog.	Cert. Given	P/F	Number Taking
Gaulladette University	ASL, PSE MSL	24 mons	Diploma	P	1
Nfld CCD Interpreter Training	ASL, PSE	12 mons	Compl.	P	1
Vanier College	ASL	N/A	N/A	P	1
CES (AVLIC) Written	N/A	Test	Compl.	P	3
CES (AVLIC) Practical	ASL	Test	Compl.	F	3
SDHHNS Screening	ASL	Test	Compl.	P	4
Ontario Screening	ASL	Test	Compl.	P	1
Sec. State Screening	ASL	Test	Compl.	P	6
NTID	PSE, ASL MSE	9 wks	RID/CSC	P	4
Cabot Institute	ASL	11 mons	Diploma	P	2
SDHHNS Legal Program	ASL (May be in progress)	8 mons	Compl.	P	1
UNB	SL I+II	2 wks	Compl.	P	2
Ottawa University	SL+Interp Training	1 mons	Compl.	P	2

Informal Training

This section was filled out in some detail by eleven (11) respondents. The resulting list of various workshops, conferences, courses, professional development seminars etc. was, however, sometimes vague. One response actually read "at least 20 or 30 different workshops over my career".

Therefore, a summarized list of the types of these activities attended by all respondents will be compiled. Most, if not all of the entries in this list had durations from one day to as much as 24 weeks, but most were short term, one shot deals.

Workshop topics included:

Legal Interpreting
Human Rights Issues
Family Issues
Deaf Culture

Course topics included:

Continuing Education in ASL levels I to III	(QEH, Halifax)
Business English	(Cabot Institute)
Criminal Law	(Cabot Institute)
Oral Interpreting	(Nfld. CCD David Still, Instructor)
ASL levels II and III	(SMU)

Some of the more interesting informally trained individuals gained their knowledge of sign language, interpreting, and deaf culture by living it all their lives as the children of deaf adults.

V. Professional Experience and Employment

Years working as an interpreter: Average for F/T: 3.96
Average for P/T: 5.67

1991 Work in Number of Days

Average number of days for F/T: 253.0 (9 respondents)
Average number of days for P/T: 77.5 (9 respondents)
Average number of volunteer days: 20.0 (7 respondents)

List of Clearing Houses with numbers of interpreters available

Clearing House	Number of Interpreters
SDHHNS	7
SJ Hearing Soc.	1
Mctn. Hearing Soc.	1
CB SDHHNS	1
Audiology Associates	1
Nfld. CCD	3
Atlantic Center	1

1991 Incomes for Interpreters

Part time interpreters made on average: $4,745.00
Over five respondents.

Range of Part time income reported: $225 - $11,000

Full time interpreters made on average: $17,413.00
Over eight respondents.

Range of Full time income reported: $7,200 - $27,000

1991 Rates for Interpreter Services

Charged to client on average: $34.09/hr over 11 respondents
Paid to interpreters on average: $19.31/hr over 25 responses

Languages used by clients in 1991

ASL: 19 or 95%
MSL: 15 or 75%
PSE: 1 or 5%
Manual English: 12 or 60%
LSQ: 3 or 15%

******NB**** THESE CATEGORIES ARE NOT MUTUALLY EXCLUSIVE**

List of other types of work that interpreters were doing in 1991

Type of Part Time Work	Income for 1991
Part time Instructor	N/A
Part time Accountant	N/A
Part time Public Relations Representative for Bens Ltd.	N/A
Part time Clerk at Farmer Clems	N/A
Part time Teacher	$1,000.00
Part time Physiotherapy Aide	$7.25/hr (no hours given)
Part time Janitor	$400.00
Part time Coordinator for Legal Workshop	$2,000.00
Part time Interpreter Developer	$500.00
Part time Tutoring	$300.00

Average part time income for work outside of interpreting for the five respondents reporting income figures: $840.00

Type of Full Time Work	Income for 1991
Full time Community Liaison	$24,000.00
Full time Employment Counsellor	$24,000.00
Full time Consultant @ Audiology Associates	$22,000.00
Full time Coordinator of Computer Training	$30,000.00

Average full time income for work outside of interpreting for the four respondents reporting income figures: $25,000.00

VI. Where interpreters spent their work time in 1991

This table must be read as follows: For each category, the average figure represents the average percentage of time spent by the interpreter at this type of interpreting. Figures were only included for those interpreters that had worked in this type of setting. The number of respondents will indicate how many of the interpreters that responded to the survey worked in each setting and will also indicate reliability of the averages by giving the sample size.

For example, 17 of the 20 respondents (or 85% of them) reported that they interpreted in a "Platform Setting" in 1991. These 17 interpreters spent an average of 17.8% of their work time in this setting. Since 17 is a fairly good sample size, the level of confidence in the average figure is quite high.

Setting	Average Percentage Time	# Respondents
Classroom Interpreting:		
Elementary	53.8%	4 or 20%
Secondary	38.5%	5 or 25%
Post-Secondary	57.5%	9 or 45%
Platform Interpreting (ie speeches, workshops plays, meetings)	17.8%	17 or 85%
Medical/Psychological Rehabilitation Interviews	13.5%	14 or 60%
Business Environment (job interviews, meetings)	13.3%	16 or 80%
Personal Business (ie. shopping, visiting making purchases)	5.6%	8 or 40%
Legal	10.3%	12 or 60%

Setting	Average Percentage Time	#/% Respondents
Social Affairs (ie. weddings, funerals)	5.3%	9 or 45%
Telephone Calls	5.0%	1 or 5%
Religious Ceremonies	6.0%	3 or 15%
Social Services	7.8%	3 or 15%
Miscellaneous	5.0%	1 or 5%

VII. Interpreter Opinions

This section gave the interpreters a chance to voice their opinions on various issues surrounding their work. Where applicable, statistics will be provided to represent these opinions. Also some interpreters' comments will be quoted from the surveys to convey how they feel.

1. Job Satisfaction Level

Of the twenty (20) respondents

14 or 70% enjoy their work and are highly satisfied

4 or 20% have average satisfaction levels

2 or 10% have very low satisfaction levels

Comments included:

"I enjoy my work very much." (This one was popular.)

"80% job satisfaction with clients. However, due to shortage of interpreters, I often am requested to interpret in situations which are somewhat uncomfortable for me personally. But, most of my work with clients is both interesting and enjoyable."

"My problem with the field of interpreting is that you have no idea how good or bad you really are. If you finish an assignment and feel you did a lousy job, it can really bother you. You are the only one who knows how well or bad you did. This can be hard to cope with."

2. Do you feel your compensation package is adequate?

Of the twenty (20) respondents

15 or 75% felt that compensation was totally unsatisfactory

4 or 20% felt that compensation was adequate

1 or 5% had no response

The most popular complaint here was that the job was way underpaid. It is the general consensus that the salary or hourly wages offered were well below what is deserved. There were also concerns raised about benefits such as health insurance. The intense physical demands of the job were used to justify seeking more benefits.

Comments included:

"I wouldn't do this job full time for less than $40,000.00 a year. It should be perceived with as much value and skill required as French/English interpreting."

"I have no benefits or deductions taken from me, which is frustrating because I have no chance of UIC or workers' comp.."

"NO. It is very inadequate."

"NO. Salary is very low for the amount of work expected and benefits are very few compared to other provinces. Compensation for the use of my personal vehicle is also inadequate."

"NO! The pay is such and the work so sporadic that you generally work yourself out of a job by either "burn out" or by developing work related physical disabilities such as carpal tunnel syndrome , tendonitis etc. There are NO benefits (health etc.) for interpreters and the pay is so low it does not allow for a person to purchase their own."

3. Were you satisfied with your working conditions?

Of the twenty (20) respondents

11 or 55% were satisfied

6 or 30% were not satisfied

3 or 15% had no response

Comments included:

"NO! Interpreting is very high stress. Many times an interpreter goes to 3-5 different assignments in a day, some very emotional (ie. hospital to Psychiatric) to grade school or business meetings. The most consistent employer (the agency) fails to take this into account ad often book interpreters "back to back" not allowing time to come down or debrief after such assignments. Interpreters tend to accept this close booking for several reasons...you take work when it is there..."

"Not really. I would like to have more job opportunities, and be able to improve my skills through experience. Environmental conditions have been fine."

"NO! There are too many demands compared to level of compensation. There is often not enough time between appointments, too much overtime, and pay for overtime must be in the form of 1.5 time off in lieu, however,it is very difficult to get time off due to volume of business and this leads to frustration and exhaustion; often required to interpret in situations for which I feel unsuited."

"Not really. This is a relatively new profession and we must set some ground rules."

"Yes. Working for SDHHNS I find that the staff will make every opportunity to meet my needs. The agency is doing everything they can to provide ongoing support for the interpreters - monthly meetings to ensure good communication are open to all interpreters working for the agency. (The agency also) provides professional development and tries to resolve any concerns the interpreters may have."

4. What are your feelings about the deaf consumers?

In general the interpreters felt that they and their services were appreciated, but that the deaf community needed more education on how to best utilize the services and on their right to have an interpreter.

Comments included:

"I feel that the deaf consumers appreciate my work. Although I do believe that the deaf do need more education regarding interpreters, how to use them properly and to use them to their fullest potential. I think that the deaf are pleased to have some service provided and perhaps are somewhat satisfied."

"I feel the deaf consumers appreciate the service...Some deaf people living outside the metro area may have no access to interpreters because there are no funding sources to send and interpreter outside the metro area - ie. medical - this is a concern. Deaf consumers are dissatisfied with the lack of qualified interpreters...the deaf find themselves scheduling appointments around the interpreter's schedule, which could mean waiting a week or more to see their doctor or lawyer...There are concerns in the deaf community of interpreters who are used and their skills are not qualified. It has been brought to my attention that some freelance interpreters are used and they don't have interpreting qualifications. Interpreters need more professional development."

"Deaf consumers in Halifax realize the need for more skilled interpreters. As a whole, in my opinion, the Deaf Community here is not satisfied with the "agency". We need to eliminate the agency's 'monopoly' on interpreter services, thereby offering new 'non-agency' interpreters job experience."

"I feel that the deaf community in general appreciates the services of a good interpreter although they're not always aware of the interpreter's professional role. The deaf community has a love/hate relationship with interpreters who, in a sense, are an intrusion into their lives while at the same time are a link with the larger "hearing" community. They are extremely concerned with confidentiality issue and understanding the hearing person and being understood via the interpreter. There are interpreters the community will no use unless stuck due to the competency of such interpreters."

5. Do you feel your colleagues follow the profession's code of ethics?

Of the twenty (20) respondents

9 or 45%	thought all of their colleagues were ethical
8 or 40%	thought that some or most of their colleagues were ethical, but raised some concerns about others
0 or 0%	came right out and said that all interpreters out there were unethical
3 or 15%	had no response

Comments included:

"Generally yes, but as in most professions there are exceptions, those who are either incapable or do not wish to follow an ethical code. It is these few who give the profession a bad name and undo the good work of many."

"There are a few colleagues that I feel do not behave ethically, but I find most do."

"Yes, however, we are often required to step outside the role of an interpreter in order to seek assistance/services that the deaf clients need for a particular situation. I have some concerns that this can lead to the view that the interpreter is also the "helper" or is lending support in times of difficulty. This occurs only with a minimum number of deaf clients."

"In general those who work for SDHHNS I feel follow the code of ethics. I do have some concerns of freelance interpreters in the metro area who do exhibit some unprofessional ethics."

6. Do you feel you have had enough education in the interpreting field to perform your job to the best of your ability? Would you take more formal training? If so, what type of training?

The general feeling amongst interpreters was that the one year programs offered only an introduction to the profession. It simply was just not enough time to establish both sound ASL skills and sound interpreting skills; not to mention developing a feel for the culture of the deaf or getting to know the deaf community.

Comments included:

"The interpreter training program I attended in 1985-86 was an excellent beginner program. The course load was heavy and the training and testing were carefully monitored. However, because of the intensive nature of studies and courses covered, one year was not enough for us to feel confident in our interpreting skills...for skill development, a one year course is too short."

"The training I received was sadly lacking. I learned more, by far, after the program through trial and error with the help of a mentor. I would like to see more training in regard to working with the educationally or socially delayed consumers." (I highly recommend specialized training ie. legal)

"I definitely have not had enough eduction in the interpreting field to provide a service to the best of my ability. I feel that my ASL training was very good but I have had little actual interpreting training. Most of what I do was learned on the job and through observing other interpreters work. In the past three years I have received only three days professional development in workshops...just enough to realize how much I could learn...I feel that working in isolation with a very small interpreting staff only leads to stagnation and complacency..."

"No, not enough education. An interpreter (training program), while focusing on ASL, should include more MSL, and definitely Manual English. The Deaf Community in NS tends to use a lot of English/Pidgin S=English sign. If an interpreter does not know these signs, (they) become confused, and as a result, job performance falls...Classroom training would be a great help, provided various talented teachers were (available)...The main focus could be on conversational vocabulary as well as on jargon used in various settings."

"Before another interpreter training program is set up, I think something should be put in place for the people in between. By that I mean graduates of a program who may still need a little more training and encouragement. All too often these people are left out and then we lose them and once again program money has been wasted...What's the point of training interpreters if we're not willing to continue after they've graduated, we lose too many that way..."

APPENDIX O

Technology Review

Contains:

*Summary of Research on Technologies Available
[to aid in interpretation or interpretation instruction]

*Includes 4 page appendix on Computerized Notetaking

VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH

SUMMARY OF RESEARCH ON TECHNOLOGIES AVAILABLE

Introduction

This brief report will summarize the research findings on technologies available to help with interpreting or the teaching of sign language or interpreting. The research was conducted through phone interviews during January, 1992.

1. Dr. Al Marble of the Technical University of Nova Scotia

Dr. Marble and his graduate students are presently working on a system that converts ASL into speech in real time (goal is 0.1 second delay, presently have achieved a 0.33 second delay between the making of the ASL sign and the speech that comes out of the speaker).

This system works on the premise that a video camera will record the sign language movements, send the coded information to a small microprocessor (a 386 chip) which will then convert the digital information of the gestures into English speech. The hardware demands to accomplish this task are not extravagant. The chip could easily fit in an every day cash register for example. The software demands are greater, but the algorithms are being written and improved by Dr. Marble's team.

The system is now in the testing phase, and the project has been far more successful than Dr. Marble had thought it would be. In the last performance test, the program correctly identified 165 out of 200 different ASL signs. The goal of the program is to have a two way system (ASL into speech and speech into ASL) by 1995 or 1996. The team figures that by using a new modelling concept, called Neural Networking, that this goal is attainable on a real time basis (ie. <0.1 second delay).

The practical applications of this idea are to facilitate communication between a deaf singing individual and a hearing non-signing individual in a retail or customer service situation (ie post office or department store). The idea is that these places already have video cameras (which are the most expensive part of the system) in place for security reasons. These cameras could be trained on the cash register for example, record the signing, and transfer the information to the chip. The chip then sends the speech information to a small speaker that could also sit on the cash register.

This system could also be used to help training hearing interpreters practice their signing skills by being able to hear what they are signing on a real time basis. Of course the supporting institution would have to invest in a video camera.

The next testing of the still developing system will take place in February, 1992.

2. National Technical Institute for the Deaf,
Rochester Institute of Technology
AND
Gallaudet Research Institute, Gallaudet University

Conversations were held with Dr. Ross Struckless and Bill Newell of the Sign Instructor Program. Contact with this institute revealed that there is very little available either in software or hardware that is specifically designed to aid in interpreting, interpreter training, or teaching sign language. However, this institute is involved with the same type of research into the video recognition of ASL signs that the Technical University of Nova Scotia team is doing.

It was mentioned that there is a large bank of video tapes that any teacher can order from the institute to help with the instruction of sign langauge. These tapes cover instructional techniques and curriculum. The researcher ordered a catalogue of the tapes available.

The other technologically advanced device mentioned was the video disc. This is a ROM disc similar to a compact disc music storage system. However, this disc stores visual and sound information. The practising signer (whether training to be an interpreter or not) can select any track or series of signs on the disc for practice very quickly. One can get to any track on a disc like this much faster than finding a particular series on a video tape where one may have to run through nearly two hours of tape to find the desired sequence.

The major advantages of this technology are the easy access to any part of the disc's information, and the facilitation of student guided pacing. The student may proceed at a rate they feel comfortable with and can access any sequence easily and repeat any sequence as often as desired.

However, the disadvantages of this technology are that the disc is read only memory (ROM) storage, and once recorded the information on the disc can not be altered. This fact tends to make production rather expensive, especially for the editing and other preproduction functions. If one is making a disc like this you want to be sure what you record is exactly what you want, since it will be unalterable.

Conversations with Judy Harkins, Director of Technological Assessment Program, Gallaudet University, provided results very similar to those from talking with the Rochester Institute. Ms. Harkins was not aware of any specific hardware or software that was designed expressly to aid in teaching sign language interpreters or to help with interpreting.

She did mention the video disc technology that has already been covered. Further on this topic she mentioned that Harry Holmand at Bowling Green University had developed a program that allows one to use a MacIntosh Hyper Card with the video disc storage units to allow very speedy movement around the database.

3. Two other technologies were briefly investigated.

A. One of these is Computerized Notetaking. The report on this technology in included with this report. The basics of this technology are as follows:

> "an operator summarized what is being said, types the information into a computer which is them projected onto a screen or monitor...The notes can range from an abbreviated summary to a verbatim account of the information being presented."

B. The other was the CNIB's three types of software/hardware combinations that provide voice recognition of commands and "speaks" what is on the screen. The three types of this technology were called Crystal Vision, Business Vision, and Arctic Vision. Further information can be obtained by contacting Gary Grant at the CNIB in Halifax - (902) 453-1480.

Computerized Notetaking

THE
CANADIAN
HEARING
SOCIETY
EDUCATIONAL
SUPPORT SERVICES

JULY 1991

Computerized notetaking is quickly becoming a viable communication aide for many people across the country. It is an inexpensive and user friendly system that can be used effectively in a variety of settings.

An operator summarizes what is being said, types the information into a computer which is then projected onto a screen or monitor. Depending on the skills of the operator, the rate of speech of the speaker and other variables which will be discussed later, the notes can range from an abbreviated summary to a verbatim account of the information being presented.

WHAT CAN IT DO FOR YOU?

Although the system has been designed specifically to assist hard of hearing people, computerized notetaking can benefit deaf, deafened and hearing people alike.

The notes are often used as a supplement to lip reading and amplification systems by hard of hearing people. As well deaf people have used the notes in conjunction with sign language interpreters as a reference point. Individuals who are deafened through illness or accident often benefit from computerized notetaking. This group of people in many cases do not have advanced sign language or lip reading skills and are often at a loss when trying to access information. With computerized notetaking, many deafened individuals have been able to enjoy full participation in meetings of all sizes. In addition, hearing people have used the notes when the voice of the speaker is unclear or the acoustics in the room are not conducive to speech.

BENEFITS

Computerized notetaking is a flexible system which can be used in a variety of settings. To date, it has been used successfully in classrooms, workshops, seminars, meetings and in the workplace.

A tremendous advantage is the hard copy that is produced at the end of the lecture or meeting. The notes are first saved on a disc and then printed out for those who request a copy. It is often recommended that a copy of the notes be given to the speaker in order to check on the content of the information. By doing this, the speaker can verify the information has been recorded accurately and also determine whether their presentation came across in an organized fashion.

Another benefit, especially for secretaries and clerical support is that the saved information can be used to prepare minutes of the meeting. This will often cut down on the time it takes to distribute minutes to those in attendance.

The benefits of computerized notetaking are clearly seen in the classroom setting. Having a typed set of notes at the end of each class is of tremendous value for a deaf or hard of hearing student. Students rely on their notes for study purposes and can either work with a hard copy or use the disc with their personal computers. The following is a comment from a student studying in a masters level program. His main concern was that his professors did not use text books which he had relied heavily on in his undergraduate years.

"...During my undergraduate years, it was possible to get through the difficulties through hard work, extensive readings and help from friends. However, unfortunately, masters level requires much more. Without hearing, it is just impossible to cope. The computerized notetaking, however, will help to bridge the gap and break down the barrier. It is far more versatile and efficient than manual notetaking. Without it I would be at a total loss. I am so glad that it is introduced at just the right time when I begin to need it the most."

GETTING STARTED!

Equipment needs are minimal. You will require a portable or laptop computer, a word processing package, a liquid crystal display panel (LCD panel), an overhead projector or external computer monitor. Depending on your needs, budget and existing equipment, you may purchase all or a combination of components. The combination of components will determine the total expense of the system.

An overhead projection system is most often used for a group of consumers whereas an individual consumer would simply require a computer monitor display source. The type of display source will depend on the number and preference of the consumers.

Cost of equipment varies in price. Below is a list of hardware and software presently being used by The Canadian Hearing Society in meetings, workshops and educational settings:

Laptop Computer (Chicony LT3400)	$2,690.00
LCD Panel (Sharp QA50)	$1,400.00
Overhead Projector (Elmo HP285P)	$ 660.00
Multi-function Monochrome Monitor	$ 279.00
LCD Carry Case	$ 96.00
Overhead Carry Case	$ 120.00
WordPerfect 5.1	$ 300.00

SETTING UP

Maximizing readability

It is important to adjust the lighting in the room to ensure the text is as readable as possible. If the lights around the screen are too bright the notes will appear washed out and difficult to read.

It is advisable to use a spot light on the interpreter and speaker so other lights in the room can be dimmed. As well, ensure that windows behind the screen are shaded to reduce ambient light and glare.

The overhead projector should be very bright in order to enhance the quality and readability of the text. It is recommended that a lamp wattage of no less than 300 be used.

Text size can be adjusted through the distance between the screen and overhead projector. The greater the distance between the two, the larger the text will appear.

It is important to note that the LCD panel should be a monchrome (black and white) model for optimum contrast. It is not advisable to use a colour panel as these are designed more so for graphics and do not provide sufficient contrast for the presentation of text.

Most panels have an optional contrast function. Depending on the preference of the consumers, white text on a black background or the reverse may be used. Shorter line length (margins,) double spacing and upper case letters make the notes more readable and can be adjusted prior to the meeting.

Positioning equipment and operators

When setting up for a large group, it is important that consumers can easily see the screen. To achieve this, the screen should be positioned as close to the speaker as possible so the consumer can shift their attention from speaker to screen. If there will be group discussion and participation, those using the notes should sit in a position where they are facing both the facilitator and the screen.

When using a monitor, it should sit at a comfortable distance from the consumer in the line of sight with the speaker. Individual systems are used in many classroom situations. A monitor can be placed on the desk or table of the student while the operator sits near by or at the back of the room depending on the preference of the student. Some complaints have been heard regarding the noise of the keyboard, however, just as the gestural movements of an interpreter soon become less distracting to a hearing student, so does the sound of the keyboard in the classroom.

When positioning the operator, it is advisable to set both computer and operator in an area away from the group or audience. As mentioned earlier, some consumers, especially those using hearing aids have complained that the click of the keyboard is distracting. Often this distraction can be reduced by positioning the operator and computer in an area away from the amplification microphones.

THE OPERATOR

Although computerized notetaking technology is user friendly, portable and flexible, it is only as effective as the operator who is inputting the information. For this reason, it is important to find operators who meet specific criteria to enhance the overall effectiveness of the system.

Operator qualifications

The operator should be able to type a minimum of 65 words per minute (wpm). Ideally a typing speed of 90 to 100 wpm would be more suitable. An operator with rapid typing speed can record much more information than someone who has an average speed of 35 wpm or who is taking notes manually. During a presentation, one is capable of speaking upward to 250 wpm. The operator must be able to achieve a fast and consistant pace while using precis and listening skills to keep up with what is being said.

Knowledge of word processing is essential in order to minimize training time. Those who have had previous experience can maximize the functions of the word processing package as oppossed to learning how to work it. Computer knowledge and keyboard skills are also essential as the operator will be required to set up and trouble shoot the equipment.

The operator should have a strong command of written English and be able to summarize information quickly. Listening skills are very important in that the operator must listen to what is being said, weigh and sort the information and then output the information in a meaningful, organized and concise manner. This process demands a great deal of concentration and should be a component of operator training. Individuals with dictaphone experience can often transfer and adapt their skill to the activity of computerized notetaking.

Maximizing the effectiveness of the operator

It is important that the operator can hear well and be situated where there are minimal distractions. If amplication through FM or infrared is available at the meeting, the operator should acquire a headset to hear the speaker directly and clearly. Also important is the comfort level of the operator. An appropriately sized typing table should be used so the operator does not fatigue as quickly. Operators typing on tables which are too high, will often experience tension in the neck, shoulders and chest area. This ultimately decreases the amount of time an operator will be able to operate effectively.

Number of operators

For meetings longer than one hour in duration, it is very important to have scheduled breaks. A skilled operator can take notes continuously between twenty minutes and a half hour before the accuracy and quality of the notes begin to deteriorate. If given breaks throughout the meeting, the quality of information being presented by the operator will be consistant. For meetings lasting longer than two hours, every attempt should be made to acquire two operators. Team notetaking enables both operators to maintain their accuracy through frequent breaks and support.

Preparation materials

The operator should be provided with as much written material prior to the meeting as possible. This will enable the operator to prepare in advance by entering terminology, names and other specialized vocabulary in the form of macros. By developing macros, the operator can call up prepared text and substantially reduce the number of key strokes being executed. At times it is not feasible to provide this type of information, however, every attempt should be made so that the notetaking flows smoothly.

Recruitment and Training

Operators can be recruited as volunteers or paid support services. Of course this will depend on the nature of the assignment as well as available funds. No matter who you have recruited to perform computerized notetaking, the key is training, practical hands on experience, evaluation of the produced notes and feedback. Individuals have often been recruited from secretarial and court reporting programs, the workplace, clerical agencies/pools, English departments at colleges or universities and virtually anywhere you can find potential candidates.

Running an orderly meeting

It is also important that a facilitator be designated to direct and chair the meeting. When more than one person speaks at a time, it is not possible for the operator to record what is being said. It is also helpful for the facilitator to identify the person who is speaking. Facilitators will learn a great deal about the necessity of running an orderly meeting when using computerized notetaking and interpreters!

ADVANTAGES VS. DISADVANTAGES

The advantages of computerized notetaking are many. Individuals with pre–requisite skills are numerous and can be trained quickly as operators. The equipment is versatile, portable, easily transported and can be used in a variety of settings. Computerized notetaking is much faster and more legible than manual notetaking. Anyone who has watched hand written notes being done on transparencies can easily make the comparison. Upon conclusion of the event, the notes can be saved to disc, edited and distributed to participants as minutes or proceedings.

The disadvantages of computerized notetaking are few. Firstly, the initial funds required to purchase equipment can be a drawback. As stated before, it may not be necessary to invest in the complete system depending on existing equipment. If funding is a problem, the initial output of funds can be recovered through the establishment of a fee structure for groups who use the system. While the system is appropriate for a variety of settings, computerized notetaking is not as effective when being used in very large venues such as banquet rooms or convention halls due to the size of the screen and text. For events of this nature, it would be more suitable to use real time captioning.

COMPUTERIZED NOTETAKING VS. REAL TIME CAPTIONING

A great deal of confusion has centred around the difference between real time captioning and computerized notetaking even though the technologies are distinct.

Real time captioning requires steno machines and court reporters who are trained on specific software. The software immediately translates steno language into English which can be superimposed over an image of the speaker or projected as a full screen of text.

A captionist can produce up to 225 words per minute and achieve a verbatim account of what is being said. The transcript is virtually error free in that most captionist operate at a 98% accuracy level. Although this technology is preferable, the cost of equipment and captionist is prohibitive.

Another drawback is that court reporters trained in real time captioning are not readily available which is similar to the situation we are facing with interpreters.

By no means is computerized notetaking a substitute for interpreters or real time captioning. It has, however, become an effective and viable communication aide for a growing number of people with diverse needs.

APPENDIX P

Attitudinal & Cultural Barriers - Focus Group Report

Contains:

*Focus Group Report Prepared for Schwenker & Associates by Elizabeth Doull [D]

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VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH

FOCUS GROUP REPORT
PREPARED FOR SCHWENKER & ASSOCIATES

By Elizabeth Doull

INTRODUCTION

Two focus groups representing the Metro area and Cape Breton were organized in order to obtain information for Section C-Qualitative Information of the research parameters requested by the Task Force Investigating the Need for a Visual Language Interpreter Training Program in Nova Scotia.

The focus group approach was used to gather in depth information in two key areas: i) the quality of visual language interpreting in Nova Scotia and ii) the effects that qualified and available interpreters have on the self esteem, integration and overall well being of persons who are deaf. Additional consumer information was solicited to compliment the overall research project being undertaken by Schwenker & Associates.

OVERVIEW

The Metro area group consisted of consumers who have had easy access to interpreters for a number of years since 1978 when the Interpreter Service for the Deaf was formed. However, two American skilled interpreters moved to Halifax in the early seventies. By 1992, virtually every one in the Metro area has had at least one experience of using an interpreter in some situation.

The second group consisted of participants residing in Cape Breton. They had very limited experiences with interpreters until n June 1991, when SDHHNS established a regional office staffed with a office manager and a trained interpreter. Prior to the opening of an office, deaf people used untrained interpreters or "signers". It was rare for a professional interpreter to be sent to Cape Breton for assignments such as meetings, legal matters, and weddings. This group would also represent the South Shore area, Eastern Shore, and many parts of the Valley where access to interpreters is almost nil.

SELECTION OF PARTICIPANTS

The careful selection of fifteen participants in the Metro area and in Cape Breton was to ensure a wide variety of backgrounds in the two groups. The criteria were based on:

gender
age
educational background
family background (deaf relatives, hearing parents, deaf couples, hearing spouse, deaf family, single, etc)
communication modes
living in the Maritimes for at least five years
ability to articulate
working experience

REPORT ON THE HALIFAX FOCUS GROUP

The Halifax group consisted of seven participants from different backgrounds. The age range was from 19 to 58. The median age was 37.14.

Five members completed their studies in the School for the Deaf either in Amherst or Halifax.Three of them went to the regular high school. Two of them completed Grade 12. Two participants attended university. Five members took vocational or business courses.

All of the participants had working experiences. Three participants are in the workforce while the fourth person is looking for work. One is working for the provincial government, one for the federal government, and one for a private company.

A. What is a qualified professional?

The interpreter should have:

-extensive training in interpreting

-knowledge in code of ethics

-standardized qualifications and screening procedures to screen out non professionals (?)

-sincere interest in socializing with deaf people and making friends with them beyond just taking a course in ASL. about deafness

-commitment to deaf people

-understanding of deaf culture

-flexibility = some advance discussion prior or during or after the situation in which the interpreter is used. The group dislikes the interpreter whose conduct is "rigid" and likes her to explain a bit more than just interpreting. They explain that they have no background knowledge to fall back and follow compared to hearing persons who have more knowledge

-interpreters should be allowed to have advance discussion prior to the meeting or situation to assure accuracy and smoothness in the process - some ethics may be too restrictive - a bit more than just interpreting between a deaf person and a hearing person in the situation "technical machine"

-Hearing people pick up information and knowledge through the medium whereas it's not possible for deaf people to do so. For deaf people, it means limited access to information that is taken granted for by hearing people.

-confidentiality must be strictly observed and practised; no gossip (no discussions about the situation). Confidentiality and professionalism is important before trust can be possible

-responsibility, credibility, and reliability to do assignments

-one year training is not enough, four years for proper interpreter skills... two or more years for ASL skills before training to become an interpreter

-highly skilled in ASL to assure no frustrations, anxieties and misunderstanding in the situation.

-ability to admit their limitations and their abilities (i.e. their skills are weak)

-interpreters should share information hearing people take advantage of as deaf people have limited access to information which hearing people readily absorb... you could call it "survival skills" to learn basic information to act, say or do appropriately.

-understanding of deaf culture

-Children of Deaf Adults [CODA's] often become professional interpreters and have the great advantage of close acquaintances with deaf people and deaf culture.

B. What does the availability of a professional interpreter mean to you?

Some persons stated that they felt at ease and relaxed in the presence of an interpreter knowing that there would be no communication barriers or difficulties with their doctors or other professionals. It also meant full access to information and discussion. They also were able to participate fully and equally in the process of a conversation or discussion. They have no desire to be submissive to the hearing people

Participants were in control of the situation. They were also at ease and relaxed when they used ASL instead of their second language, English, not having to resort to the tedious task of writing back and forth

The members were able to participate fully in staff meetings instead of just few words in a summary about the meeting from a co worker or supervisor afterwards

Feelings are positive when there is a professional interpreter fluent in ASL. However, they would have liked to see more professional qualified interpreters to maintain their sense of equality and satisfaction in the situation.

C. What are your negative experiences with interpreters?

Advance booking commitment should be kept; from time to time commitments have been broken. Consequently, the appointment had to be cancelled or postponed.

If the interpreter doesn't want to do the job, s/he should be fired!

The group felt that interpreters were inadequately trained. There should be more training. Ten months to one year was not good enough. Even two years of ASL studies was not enough. Four years for proper interpreter skills would be sufficient.

Skills are important to reduce anxieties deaf people have in the situation. In one case, one deaf person recounted her anxieties with one interpreter who was not skilled enough in ASL. She had to explain her situation and make sure the interpreter understood before the appointment began. She didn't like it.

One deaf person couldn't get an interpreter on a very short notice when a staff meeting was called. She couldn't participate!

Some examples of **Catch-22** issues are:

a. The job opening for an interpreter is posted and the interpreter couldn't take it because the pay is too low for him/her to take and support him/herself.

b. The job opening for interpreters is posted and there is no interpreter qualified for the job. Those available are not skilled enough. Where do they get practice to become qualified?

D. What is it like to communicate with a hearing person without an interpreter?

Hearing people have a tendency of exaggerating or slowing down the mouth movements

Some people have problems with their teeth: position and structure of teeth, movement of mouth making it hard for a deaf person to lipread. Few persons are easy to lipread.

Men have moustaches covering their lips.

Hearing people have negative attitudes towards deaf people.

There is lack of awareness about how to communicate with deaf people.
   i.e. quick response to resorting to using a pen and paper

Hearing people have no patience with deaf people.

Some deaf people felt embarrassed and were ridiculed over their mispronouncements of words

E. What are barriers to education and employment?

Education

There is high demand for educational interpreters, but no funds for educational interpreters

The student is accepted into university but couldn't take advantage of the courses because his parents made too much money to qualify for Vocational Rehabilitation sponsorship for interpreters. As well, one person couldn't get financial support for interpreters for his graduate studies to qualify for higher up jobs.

One would like to take some time off from work for six months (up to one year) to take courses for the purpose of advancement and better qualifications. The other member already took a ten month training program recently and is now looking for work. The third member is waiting to take computer training in the summer.

The group members expressed their wish to access non essential courses such as: microwave cooking, motorcycle riding, pottery... It shows that deaf people also have curiosity and interest in doing something that has nothing to do with work. However, it was preceived that the SDHHNS has priorities which might limit such possibilities: limited number of interpreters and limited funds.

One deaf person was interested in getting involved in extra-curricular activities in university.

Deaf people feel cut off in the communication process when there is no interpreter. They couldn't take advantage of courses or programs to advance upwards.

One deaf person had a bad experience with her interpreter who refused to stay after class and talk with the teacher.

Employment

One deaf person couldn't get jobs when there was no interpreter available for job interviews.

Frustrations are high when there is no communication with the interviewer. In one case, the person walked out after finding no point to continue the process. Things would be different if there is a professional interpreter.

One deaf person described her frustrations and difficulties in the beginning of her job. Her co-workers would laugh at her notes. At times when her co workers had a chit chat, she simply stopped working stating, "Why should I work while the others stop and chat?" and read a book not paying attention to them.
There is limited or no participation in staff meetings

Deaf people stay in stereotyped jobs because of no access to courses with interpreters to advance to better jobs or even change careers.

General approval of the idea of having an interpreter on a regular basis at the workplace. It would mean more opportunities, more advancement and more money.

Issues raised by the Halifax group were:

1. Discrimination, inequality

-No access to professional workshops or conferences as it is for his colleagues because of the organizers and employers'refusal to pay for an interpreter

-not being able to take continuing education courses which are not considered as educational or required to keep a job

-Deaf people have to learn English to survive in the hearing community while hearing people are not obliged to learn ASL to communicate with deaf people

-Imbalance of accessibility; other persons with disabilities have more accessibility such as ramps, bathrooms, free bus rides for blind people, discounts for disabled people.

2. Code of Ethics

-Importance of confidentiality
-ASL skills
-Responsibility of accepting assignments (some interpreters turning down assignments leaving the overworked staff interpreter to do the job)

3. Communication Problems

--anxiety and frustration increases when an interpreter is not fluent in ASL.

-unfamiliar signs

4. Problems of accessing Interpreters

-after hours, deaf consumers in an emergency have to call Helpline to request an interpreter. Sometimes, the Helpline volunteer was not familiar with TDD calls.

-Some Helpline volunteers did not know the pager number to contact an interpreter on call.

5. Shortage of Interpreters

-low pay, no benefits, no CPP and UIC deductions forced interpreters to leave for other jobs or to move to another province for better pay.

-if the fees are attractive and there is enough work, then interpreters would stay, not quit or leave

-status and qualifications of interpreters are low.

6. Interpreter Training Program

-one year of training is not enough!

-at least two years is ideal

-interpreters need to have extensive training in ASL and in using non-manual (facial) rules properly

-interpreters need to know how to use Pidgin Sign English

-understanding of Deaf Culture

7. Problems with APSEA

a. Teachers of the Deaf act as interpreters

There is a strong objection to the practice of using Teachers of the Deaf as interpreters. Many of them are not professionally trained as interpreters.

Teacher - student relationship is very different to the objective attitude required for an interpreter - client situation.

Deaf people say that they are not comfortable with a teacher acting as Interpreter because there have been instances not adhering to the strict code of ethics which include confidentiality required of all interpreters especially in sensitive situations.

b. They also do not know how to use interpreters

c. APSEA's definition of an interpreter is one who knows "Manually Coded English" - not ASL which is the language of the deaf!

8. Privacy/Medical Situations

One deaf participant wondered whether it would make a difference in having an interpreter in a doctor's office for in depth explanations and discussions. The person has never used an interpreter in a medical situation.

Some participants prefer interpreters to leave the examination room while they are examined while the others do not mind the presence of an interpreter. Deaf women prefer female interpreters in the examination. Some do not want an interpreter present.

The group felt that there should be a medical interpreter on the staff (at the hospital. One person had to wait for an interpreter for three hours before the oral and physical examination could go ahead.

Some deaf persons felt comfortable when the staff knows how to sign. One person accounted her experience with an X-ray technician who gave her instructions.

9. Channelling complaints

The problem is that deaf people complain among themselves not knowing whom to go or not feeling comfortable to present their grievances about their interpreters.

All of the focus members agreed that the complaint should go to SDHHNS and two of them added that it should also go to the interpreters' association.

10. Changes since 1978

The focus group felt that there is a little improvement or change in the interpreter service over the past ten years. One person said that for her as a former rural resident, there was a big difference between living in a rural area and living in the city.

The group thought that the members of the first class of the Visual Language Interpreter Training Program (under the direction of Michelle Herx, the Coordinator) was the best ever.

11. The idea of using mechanical means of interpretation replacing human beings as interpreters

The group did not favour this idea giving reasons:

-what if the "robot" breaks down

-its bulkiness and awkwardness of lugging it around

-would a deaf person with limited education understand what a mechanical interpreter says

-one participant would like to see the usage of INSTACAP which is similar to real-time captioning done by a court reporter. The person reads the printed word on the TV monitor. As well, the information is also printed out.

12. Other issues

The group felt that the staff at the SDHHNS office should use sign language all the time in the presence of deaf people in the waiting room. It showed lack of sensitivity awareness by talking by voice.

One deaf person described her visit to the Newfoundland School for the Deaf. All teachers and staff signed all the time even in the presence of deaf children or adults. If they wanted to discuss something in private, they discussed in private instead of taking advantage of deaf persons' hearing loss.

REPORT ON THE CAPE BRETON FOCUS GROUP

The ages in this group ranged from 26 to 62. The median was 39.5. All of the participants attended the School for the Deaf either in Halifax or Amherst. All but two took courses in the deaf vocational school in Amherst. Two members had experiences of taking courses in the regular college or vocational school. Some of the participants are employed, while the others are looking for work.

The focus participants described their frustrations and problems of communicating with a professional without the benefit of an interpreter. One participant gave an account of visiting a professional with his mother. The professional had a lengthy discussion with his mother who then summarized the conversation into a few words to him. The deaf participant concluded that he would benefit much more with the interpreter than with his mother.

Another participant gave an account about her experiences with a lawyer to finalize her divorce papers with the help of her good friend. Afterwards, she got the final divorce papers which was not what she wanted. It turned out that her friend was not honest. As a result, she would not receive any alimony. She gave her strong advice to the group that there should be always an interpreter for legal matters to avoid such serious consequences.

Some participants found it very slow, tedious and frustrating to communicate in writing.

The group had a consensus that it was a big difference when an interpreter was available in Cape Breton. The members were able to be in control of the meeting or conversation with hearing people. They were able to participate fully compared to the old days of depending on a hearing person. However, the members who resided more than one hour's drive away, are not able to access interpreters fully like those living in the Sydney area. They felt that there should be another interpreter for their area. It is important to keep in mind that there are other deaf communities in other isolated areas who do not have access to an interpreter.

A. What is a qualified Interpreter?

The interpreter should have:

-accuracy and fluency in ASL

-fluency in different signing modes

-skills in different situations i.e. medical, legal

-high standards and certification in interpreting

-professionalism

-code of ethics including confidentiality

B. What does the availability of a professional interpreter mean to you?

-control over my own situation

-independent, not having to depend on hearing people

-time saving; do not have to rely on writing notes back and forth

-escastic, "jumping with joy", at ease

-ability to participate fully in a conversation or meeting

-ability to make their own decisions in negotiations or discussions

C. What are your negative experiences with interpreters?

-felt that the interpreter was inadequately skilled. The interpreter needed more training to be able to handle any interpreter situation which might arise.

-problems of understanding interpreters

-'untrained' interpreters were unsatisfactory and not to be trusted

D. What is it like to communicate with a hearing person without an interpreter?

-embarrassed and awkward when one does not know what is going on in the situation

-embarrassed and uncomfortable having to ask what they are saying or what the words mean

-concerned about being labelled as "deaf mute" or "dumb" in conversations with a hearing person when there is no interpreter present.

-difficult to communicate without an interpreter

-not comfortable in communicating in writing or speech

E. What are barriers to education and employment?

Without interpreters, participants are denied upgrading or training in order to be employable in the job market.

Without interpreters, participants risk losing being accepted for the job.

Some employers have unrealistic expectations about how well deaf people lipread.

Without interpreters, newly hired employees learn new skills the hard way by writing back and forth. Often, they are kept in a dead-end job.

Without interpreters, some employees are left out in staff meetings. They are not satisfied with a very brief summary of just two or three words of what was discussed.

Other Issues

The participants had some concerns about the availability of deaf interpreters for those deaf people whose both signing and writing skills are not developed

There should be more people who could sign. They would like to see a doctor who can sign so that they can see them directly and independently

There were some concerns about the availability of an interpreter for emergency cases after hours. It would be too late if one has to wait for one week to see a professional... Deaf people know what's like to face an emergency without an interpreter and now do not want to go back to the Dark Ages in which no access is available...

The participants discussed sensitive situations like physical examinations; reactions were mixed. Some preferred that examinations be conducted in private while others would not mind the presence of an interpreter.

It is possible (though not preferable) to get through a one time or mini counselling session but an interpreter is absolutely necessary for long term counselling sessions.

Some deaf people expressed a desire to learn unfamiliar signs like "situation", etc to be able to understand the interpreter fully. Some participants did not understand some signs used in the meeting.

The participants were concerned about the hypothetical question of some assignments happening at the same time.

There is a need for an interpreter for other parts of Cape Breton.

The participants had strong feelings that the new Cape Breton interpreter must have the opportunity for ongoing training to improve her interpreting skills

They asked questions about 'Who should pay for an interpreter'

Some participants felt that the government should pay for the interpreter services citing that they are taxpayers. They also felt that they should receive devices free of charge like those in the other provinces. They also felt that there should be more interpreters available to cover other parts of Cape Breton.

QUESTIONNAIRE

The participants were asked to determine the hours they used interpreters in the past year and also the additional hours they wanted but did not have an interpreter. Some participants' hours in the 'Additional Hours' seemed to be higher than those recorded by SDHHNS. It may reflect that they had meetings or appointments without an interpreter but realized the importance of the presence of an interpreter. In Cape Breton, the hours without interpreters were much higher.

Not surprisingly, Cape Bretoners' hours with interpreters were low compared to those in the Metro area.

In a second question, focus group participants were asked about the settings in which they have used an interpreter, what settings they have been unable to access an interpreter in the past (but, in retrospect would have wanted one) and to identify those areas where they would prefer not to use an interpreter.

The statistics quite clearly show a need for interpreters in a variety of settings where they are not currently available. Again, note the discrepancy between the metro Halifax and the Sydney groups.

STATISTICS ON USE AND POTENTIAL USE OF INTERPRETERS

METRO AREA

Participant	Hours Used in 1991	Additional Hours Required in 1991
1	0 - 50	151 - 175
2	0 - 50	76 - 100
3	51 - 75	51 - 75
4	151 - 175	101 - 125
5	200 - higher	51 - 75
6	200 - higher	126 - 150
7	200 - higher	51 - 75

CAPE BRETON

1	0 - 50	0 - 50
2	0 - 50	101 - 125
3	0 - 50	200 - higher
4	0 - 50	200 - higher
5	0 - 50	200 - higher
6	51 - 75	200 - higher
7	51 - 75	51 - 75
8	76 - 100	0 - 50
7		

STATISTICS ON INTERPRETER SETTINGS

METRO AREA

	Used Interpreter	Wanted but Could not Get	Prefer Not to Use
Educational Setting			
Junior high school	1/7	1/7	-
Senior high school	1/7	1/7	-
Continuing Education	1/7	1/7	-
Upgrading program	-	-	-
G.E.D.	-	-	-
Vocational Training	2/7	1/7	-
University/college	3/7	-	-
Medical Situations			
Doctor's Office	4/7	2/7	1/7
Hospital	-	3/7	-
Counselling, Therapy	3/7	-	-
Personal Business			
Government matters, Bank loans, insurance	1/7	1/7	1/7
Employment			
Staff Meetings	3/7	2/7	1/7
employee interviews	1/7	4/7	1/7
job interviews	3/7	4/7	-
training sessions	2/7	2/7	-
Legal Settings			
Lawyer's Office	2/7	2/7	-
Court	1/7	2/7	-
Police	1/7	2/7	-
Social Affairs			
weddings, funerals..	3/7	5/7	-
church services	3/7	3/7	-
Platform			
plays	-	2/7	-
workshops	2/7	2/7	-
meetings	7/7	1/7	-
lectures/speeches	2/7	2/7	-

STATISTICS ON INTERPRETER SETTINGS

CAPE BRETON

	Used Interpreter	Wanted but Could not Get	Prefer Not to Use
Educational Setting			
Junior high school	-	1/8	-
Senior high school	1/8	1/8	-
Continuing Education	1/7	3/8	-
Upgrading program	-	3/8	-
G.E.D.	1/8	4/8	-
Vocational Training	1/8	5/8	-
University/college	3/7	5/8	-
Medical Situations			
Doctor's Office	-	6/8	1/8
Hospital	-	5/8	1/8
Counselling, Therapy	1/8	5/8	-
Personal Business			
Government matters, Bank loans, insurance	1/8	5/8	-
Employment			
Staff Meetings	-	6/8	-
employee interviews	1/8	5/8	-
job interviews	1/8	5/8	-
training sessions	-	5/8	-
Legal Settings			
Lawyer's Office	1/8	6/8	-
Court	1/8	6/8	-
Police	1/8	6/8	-
Social Affairs			
weddings, funerals	2/8	6/8	-
church services	3/8	5/8	-
Platform			
plays	-	5/8	-
workshops	8/8	5/8	-
meetings	8/8	5/8	-
lectures/speeches	3/8	6/8	-

CONCLUSIONS

The views of the two groups about what a professional interpreter should be, are similar, but their experiences with interpreters are different. Cape Bretoners had limited exposure to interpreters compared to those in the Metro area where interpreters have been readily available since the early seventies.

The findings show that there is a strong need for more professional interpreters in major areas such as medical, legal, educational, employment and business with the provincial government. Access to these major areas is as essential to the quality of life of a deaf consumer as for a hearing consumer who takes ease of communciation for granted.

The Cape Breton group pointed out the need for more than one interpreter in their region- but there are other parts of the province which have no interpreters at all for their residents.

Therefore, it is imperative to establish a Interpreter Training Program to produce professional, highly trained interpreters and also to provide upgrading/continuing education for our existing interpreters. The duration of such a training program should be two or more years.

The availability of more professional interpreters would mean that deaf people in Nova Scotia would have more opportunities, fuller access to services and programs and consequentially, a more satisfying life - a life more equivalent to that of their fellow "hearing" citizens.

APPENDIX Q

Employment Barriers, Analysis of Survey Results

Contains:

*Employment Barriers Analysis Based on Private Sector and [Federal] Government Sector Surveys

*Index

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Review of the 1987 Parliamentary Committee on Equal Rights 1
Research Findings
  Private Sector 2
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VISUAL LANGUAGE INTERPRETER TRAINING PROGRAM RESEARCH

EMPLOYMENT BARRIER ANALYSIS BASED ON PRIVATE AND GOVERNMENT SECTOR SURVEYS

Introduction

This section will review the findings of the 1987 Parliamentary Committee on Equal Rights: Educating and Employing Hearing Impaired Canadians; Where did we go Wrong? This document made visible the barriers faced by hearing impaired individuals who wished to enter either the educational system or the workforce.

The conclusions of the 1987 report will then be compared with 1991 data on attitudes and opinions surrounding the hiring of deaf employees.

The 1991 data was gathered through extensive research by phone interviews with fifty-three (53) private sector companies and seventeen (17) federal government departments in Nova Scotia. Some of the questions used in the survey were taken from the most commonly reported reasons for not hiring a deaf employee discovered by the 1987 study. These questions will serve as the common scale to measure any changes in attitudes and or barriers.

Review of the 1987 Parliamentary Committee on Equal Rights

Hearing impaired individuals in Canada face a series of barriers preventing equal opportunity in employment and educational settings. The barriers are set by society as a whole as they set limitations on what the deaf are able to do and not to do. The major barrier is a lack of awareness. Employers are reluctant to hire deaf individuals due to many misconceptions:

- -the deaf pose a safety risk
- -it is impossible to establish communication channels with them
- -costs involved to make the workplace compatible with the deaf's needs are prohibitive

Other barriers include discrimination (if hired) when being considered for raises and promotions, social aspects of fitting in with the other employees, shortage of support agencies, lack of funding causing a lack of proper education and training; then making it difficult to become employed in the first place.

The report concluded that Canada suffers from an acute shortage of sign language and oral interpreters. It also noted that a contributing factor to this dilemma was that there were, at the time, no nationally recognized standards for practising interpreters.

The following recommendations were made:

-The federal and Provincial governments make available funds to appropriate colleges and universities for sign language and oral interpreter training programs.

-These funds must to of a permanent nature to ensure that programs are ongoing.

-An appropriate curriculum must be developed for VLI's and oral language training programs in order to ensure quality and professional national standards amongst interpreters.

Research Findings from the December 1991 Attitudinal Survey

Private Sector

This barriers and attitudes question was asked to all fifty three (53) organizations. Five areas of concern in relation to hiring a deaf person were examined. The areas were rated from 1 to 5 as being either a not (1) or very (5) important factor to the company if they were to consider hiring a deaf worker.

a) Education level of the candidate.

Mean response: 4.2

Therefore, this is a very important consideration. It should be noted that this was considered an important factor for all applicants, not just deaf applicants.

Minimum acceptable education level for all applicants varied across the sample from Grade XII to only a certain demonstrable practical skills level.

49% of respondents required Grade XII
3% of respondents required Grade XI
11% of respondents required Grade X
3% of respondents required Grade IX
23% of respondents depended more on job skills than education

b) Felt that a deaf employee may be a safety risk.

Mean response: 2.4

Twenty-eight respondents split their response into two figures depending on what area of the company a deaf individual may be working in. The usual split was between plant operations and administrative or office functions. This splitting of the ratings greatly attributed to the near dead center mean and the bipolar distribution of data points.

The mean clearly shows that this was a consideration of some importance, but not to the extent that it may inhibit the hiring of a deaf worker depending on where in the organization the individual would be working.

There was a great concern that a deaf employee could cause a safety hazard in most plant or warehouse situations. This opinion was based on the danger created by high activity levels in these areas involving machinery such as lift-trucks, forklifts, etc.. It was felt by most employers that being able to hear, as well as see, what was going on in these areas would be imperative to the safety of all of the employees.

c) Felt it would be too difficult to establish communication channel with a deaf employee.

Mean response: 2.0

As the mean indicates, this factor was not considered very significant.

d) Costs required to make the office more compatible with any special needs of a deaf employee may prohibit hiring them.

Some respondents had trouble with this factor, therefore, 9% did not provide a rating, and 21%, although they rated the importance of the factor, had no idea what these costs would involve.

Mean response: 1.7

This is a low importance rating. Therefore, it is not much of a concern at all.

e) Concerned that the deaf employee would not fit in with the departmental culture or be accepted as an equal.

Mean response: 1.3

This is a very low rating. Therefore, the respondents felt that a deaf employee would be viewed as an equal and have no trouble at all becoming an integral part of the company culture.

Federal Government Sector

The same barriers and attitudes question was asked to all federal government departments who had no deaf staff members. Again five areas of concern in relation to hiring a deaf person were examined. The areas were rated from 1 to 5 as being either a not (1) or very (5) important factor to the department if they were to consider hiring a deaf worker.

Ten (10) departments responded to this question.

a) Education level of the candidate.

Mean response: 4.3

Therefore, a very important consideration. It should be noted that this was considered an important factor for all applicants.

b) Felt that a deaf employee may be a safety risk.

Mean response: 1.9

One respondent split their response into two depending on what area of the department a deaf individual may be working in. Overall, this was not a serious consideration.

c) Felt it would be too difficult to establish communication channel with a deaf employee.

Mean response: 2.0

This factor was not considered very significant either.

d) Costs required to make the office more compatible with any special needs of a deaf employee may prohibit hiring them.

Mean response: 1.3

This is a very low importance rating. Therefore, this cost factor is not a concern at all. In fact, most respondents thought the costs could not be very high and would be willing to cover them.

e) Concerned that the deaf employee would not fit in with the departmental culture or be accepted as an equal.

Mean response: 1.0

This rating means that all ten (10) respondents felt that this would not even be an issue for consideration. The general feeling was that a deaf worker would fit in easily and well as a contributing part of the team.

Combined Private and Government Sector Response

To better represent and aggregate these data, the means of each of the five responses from the company and government department surveys will be combined. These numbers represent a rating of how important these issues would be to the hiring organization; 1 is very low, 5 is very high.

a) Education level combined mean: 4.25

b) Safety risk combined mean: 2.15

c) Communication problem combined mean: 2.00

d) Office change costs combined mean: 1.50

e) Fitting into culture combined mean: 1.15

The data clearly indicate some shifts in thinking since the 1987 study. In that study, employers often refused to hire deaf workers for the reasons represented by b) through d) above. However, the 1991 data indicate, as shown by the combined means of responses to issues b) through d), that employers no longer think these issues are nearly as important.

The highest importance rating of all of the formerly used "excuses not to hire" is only a 2.15. This does not even reach the halfway point on the scale. Therefore, although the issue (deaf workers could pose a safety risk) would still be considered somewhat relevant, it certainly is not as influential as it once was in the hiring decision.

This trend is even more evident in the other categories, except for education level. This is no surprise. As society becomes more advanced this factor will continue to increase in importance. This was evidenced by the high combined mean rating obtained for the factor (4.25). What this does indicate is that to become employed one must have a strong educational background.

This is of vital importance to deaf individuals in light of how they have been selected against by the educational system. Education will continue to become more and more important. The same opportunities for education must be made available to all people who desire it, deaf included. This may require an influx of educational interpreters, but the benefits will become apparent as the graduates gain employment and become contributing members of society.

The other three misconceptions (that employers previously used as excuses not to hire deaf individuals) had very low combined means for their importance ratings. This indicates that they are now considered hardly important at all.

The most encouraging result came from the "would the deaf employee be treated as an equal and fit easily into the culture of the organization" question on the federal government department survey. A perfect score of 1, indicating absolutely no concern at all.

It was felt by respondents that a deaf employee would fit in and be treated very well. This sentiment was strongly represented by the company survey as well with a mean of 1.3. Therefore, this former excuse for not hiring a deaf person is no longer even considered an issue at all in the hiring process.

The other two issues covered by the survey, difficulty in establishing communication channels and costs to change the office, also had low combined means of 2.0 and 1.5 respectively. This indicates that employers have learned since 1987 that it is not that difficult to communicate with deaf individuals and that costs involved (if any) to make changes in the workplace are certainly not so high as to prohibit hiring a deaf employee.

The most significant barrier discovered by the 1987 study was a lack of awareness surrounding the disability. This still exists to some extent in 1991. Sixty-one percent of companies surveyed would require a needs assessment done of the workplace, or would have to ask the deaf employee for ways to make the office more compatible/accessible for them. Much work is being accomplished through support and service agencies to increase and promote awareness of the disability and ways to circumvent it in the workplace.

Conclusion

In the years since the 1987 study, much progress has been made in breaking down these barriers. However, there is still much work to do. The initial stages of success have been attained as indicated by the shift in the views of employers concerning the issues surrounding hiring a deaf worker.

Changing these views is only the first step. Deaf people must be hired and integrated into the workforce. But to achieve that, deaf people must have the access to the same educational opportunities as hearing people to compete realistically for the same positions in the workforce. Therefore, the battle starts at the educational level, and then moves into the employment arena.